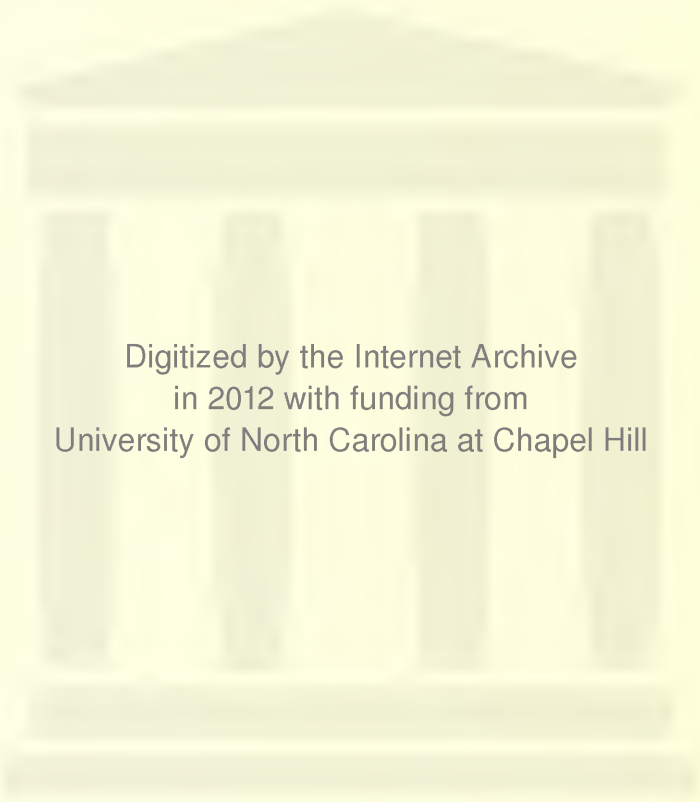

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Summer School Catalog February (2)
Law School Summer Catalog March (3)
Undergraduate Catalog March (4)
Law School Catalog October (5))
Graduate School Catalog November (6)
Volume LXXII No. 4

Campbell University reaffirms its standing policy of non-discrimination, in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, national origin, or handicap.

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WELCOME TO CAMPBELL

This catalog has been prepared to introduce you to Campbell University. Through it you will learn of the talented and friendly student body, high quality faculty, excellent academic programs, beautiful campus and facilities, and many friends who support the mission of Campbell and contribute to the fulfillment of its purpose.

As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities in the eastern United States.

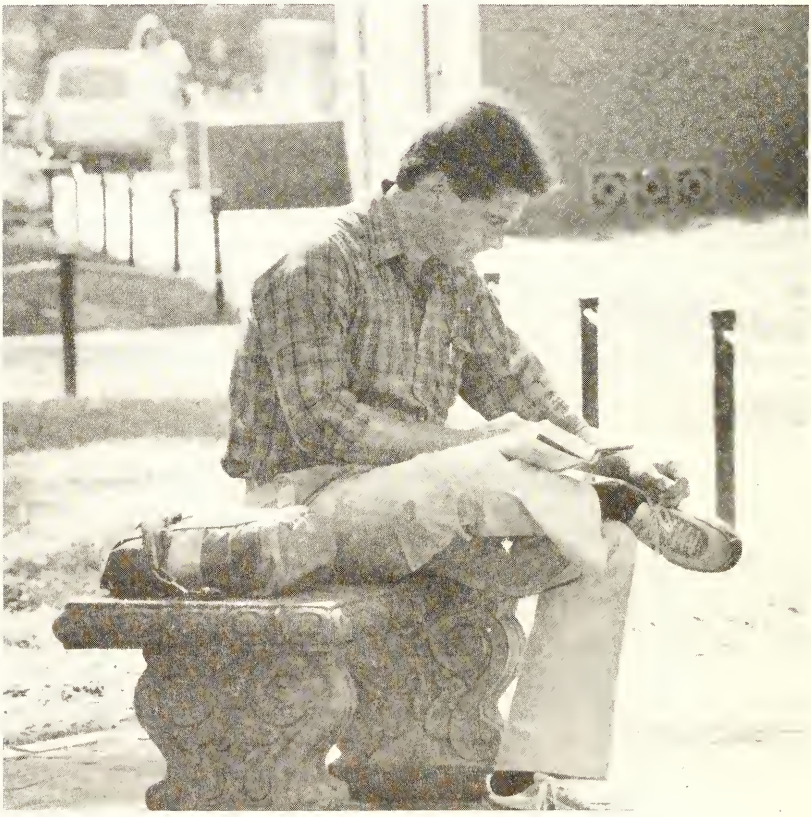
Selecting a quality university should include certain criteria:

A school where the individual counts. Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

Meaningful programs. With a tradition of academic excellence, Campbell readily introduces new programs which reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine with academics to make Campbell an exciting place to study and play.

A pleasant social and cultural environment. Campbell is a co-educational, church-related university located in central North Carolina. Students are enrolled from all counties, with most states along the Atlantic seaboard also represented in the student body. Students from more than thirty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity of outdoor sports throughout the year.

As you look at Campbell University through a review of this catalog, compare it to your own personal expectations. If we are the university for you, let us hear from you; you are personally invited to visit the campus.



1. Introducing Campbell

CAMPBELL UNIVERSITY

STATEMENT OF PURPOSE

Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

Campbell University is a Baptist University affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, the university endeavors to present Christian principles to students and to foster their application to daily life.

The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community.

Therefore, the mission of Campbell University, as a community of Christian scholars, is to:

Provide students with the option of a Christian worldview;

Bring the word of God, mind of Christ, and power of the Spirit to bear in developing moral courage, social sensitivity, and ethical responsibility that will inspire a productive and faithful maturation as individuals and as citizens;

Transfer from one generation to the next the vast body of knowledge and values accumulated over the ages;

Encourage creativity, imagination, and rigor in the use of intellectual skills;

Affirm the university's commitment to the belief that truth is never one-dimensional but in wholeness is revelatory, subjective, and transcendent as well as empirical, objective, and rational, and that all truth finds its unity in the mind of Christ;

Frame university teaching in the context of a liberal arts education seeking to free persons to live more abundantly and securely in an ever-changing social order;

Foster stewardship in nurturing the gifts of the mind and in developing aesthetic sensibilities;

Equip students with superior vocational skills, productive insights, and professional integrity.

This university sees the human vocation as living by faith under grace, with no conflict between the life of faith and the life of inquiry.

BRIEF HISTORY

Ad astra per aspera

Implicit in this old Latin motto, "To the stars through difficulties," adopted during the dark days of Reconstruction in the Old South, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances. Campbell's rise from a community school of sixteen students to eminence as a great southern academy and later to its present standing among the State's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of lack of funds. Known as Buie's Creek Academy, the school began with twenty-one students and grew slowly during the early years.

> "From the beginning his (Dr. James Archibald Campbell) passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference..."
>
> From Campbell College—Big Miracle
> at Little Buies Creek (1887-1974)
> Dr. J. Winston Pearce

In 1925, the school's property was deeded to the North Carolina Baptist State Convention. In 1926, the school attained junior college status and changed its name from Buie's Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate programs were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978 and the Master of Science in Government was established in 1982.

The Campbell University School of Law was established in 1976 and the Lundy Fetterman School of Business was begun in 1983. The Schools of Pharmacy and Education were established in 1985.

In over one hundred years of service, Campbell University has been served by only three presidents:

James Archibald Campbell	1887 - 1934
Leslie Hartwell Campbell	1934 - 1967
Norman Adrian Wiggins	1967 -

CAMPUS AND BUILDINGS

The University occupies a spacious 850 acre campus in the village of Buies Creek, located in Harnett County, and equidistant from North Carolina's fast-growing metropolitan centers of Fayetteville and Raleigh. The location combines the advantages of accessible urban convience with the friendly, academic atmosphere of a rural university village.

The University had its beginning in a small one-room building erected by local citizens. Though later enlarged, it was, by 1896, inadequate to house the growing student body, and additional facilities were added.

On December 20, 1900, with the exception of one building which was later used for classrooms, these structures were destroyed by fire. The burned buildings were replaced by Kivett Building, named for Z. T. Kivett, the builder, which was constructed between May 23, 1901, and November 2, 1903. The following buildings have been added: William Pearson Hall (1915), Carrie Rich Memorial Library (1925), D. Rich Memorial Building (1926), Curriculum Center (1947), Carter Gymnasium (1952), Leslie Hartwell Campbell Hall of Science (1961), J. Clyde Turner Chapel (1963), Campbell Home Management House (1965), Fred L. Taylor Hall of Religion (1973), Johnson Memorial Natatorium (1976), and Taylor Bott Rogers Fine Arts Center (1984).

In addition to the above-named buildings, the following serve the administrative function of the University: B. P. Marshbanks Dining Hall (1934), W. S. Britt Hall (1947), John S. Pearson Memorial Infirmary (1960), James A. Campbell Administration Building (1961), McLeod Admissions Center (1967), James M. Shouse Dining Hall (1973), Page Welcome Center (1974), and the Campbell Laundry Building (1985).

The residence halls for men are: Joel G.Layton Hall (1923), Ernest P. Sauls Hall (1962), Bobby Murray Hall (1967), A.R. Burkot Hall (1973), Fred McCall Hall (1973), Lonnie D. Small Hall (1973), and the Hight House (1980).

The residence halls for women are: William H. and Lula Bostic Jones Hall (1954), J. F. Kitchin Hall (1955), O. Hampton Baldwin Hall (1958), Fred N. Day Hall (1959), Mabel and Nell Powell Hall (1960), James E. and Mary Z. Bryan Hall (1961), J. Hunter and Mabel C. Strickland Hall (1962), R.A. and Elsie Hedgpeth Hall (1967), Burt House (1980), Marshbanks House (1980), McKay House (1980), Burgess House (1987), and the Caudell House (1987).

In addition to the above residence halls, the University provides several housing facilities for faculty and married students. They are: Ellis Memorial Apartments (1957), Campbelltown Apartments (1959), Northeast Hall (1963), and East Hall (1969).

ACCREDITATION

Campbell University is accredited by the Southern Association of Colleges and Schools.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell University holds membership in the North Carolina Foundation of Church-Related Colleges, North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, and the American Association of Colleges for Teacher Education.

FACULTY

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions. At the present time approximately two-thirds of the faculty hold the doctorate degree.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

ASSETS

The University has total assets with a replacement value amounting to nearly $125,000,000 including endowment assets as of 1987 of approximately $25,000,000. Also included among its assets is Keith Hills, an eighteen hole championship golf course, completed in 1973, and named for its longtime trustee and his family, Fred R. Keith,

of Lumberton, North Carolina. The Robin Whitley Hood family of Benson, North Carolina, made possible the building of the Robin Hood Pro Shop.

LIBRARY

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms, and librarian's office. It has been expanded several times with the most recent addition being in 1965. At present the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 180,000 volumes. Over the past several years the library has received many valuable collections.

THE CAMPBELL UNIVERSITY SCHOOL OF LAW

In July of 1975, following extended feasibility studies, the General Board of North Carolina Baptist State Convention approved establishment of Campbell University School of Law. In August of 1976, the charter class of 97 students was admitted.

The decision to establish the School of Law was not lightly taken; it was made with the firm conviction that Campbell University School of Law and its graduates will help meet needs presently unmet, particularly in the Southeastern United States. Campbell University School of Law is not designed to be a law school that duplicates in every detail the emphasis and programs of existing law schools. Rather, its intention is to formulate a unique program, at a unique location, and to educate a particular type of lawyer for whom there is a special and continuing need.

Campbell University School of Law is purposely a small law school, with ultimate plans to admit no more than 90 students per class. While its academic program is arduous, its rural village setting and commitment to human values are designed to enhance one's likelihood of success as a student, and as a lawyer in any setting in which one chooses to practice.

Campbell proposes to educate lawyers who will be prepared from the outset of their careers to serve their communities with legal skill and ethical and intellectual leadership, in the noblest tradition of the counsellor.

THE LUNDY-FETTERMAN SCHOOL OF BUSINESS

In October, 1982, the establishment of the Lundy-Fetterman School of Business was announced. The Lundy-Fetterman School of Business

was named for the late Burrows T. and Mabel L. Lundy, generous benefactors to the University and strong supporters of free enterprise, and Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy.

The guiding philosophy of the Lundy-Fetterman School of Business is exemplified in its support of Campbell's distinctive Christian purpose and in its belief that the free enterprise system has been the strength of the American economic system. Such a tradition and purpose continues to guide the development of the Lundy-Fetterman School of Business.

THE CAMPBELL UNIVERSITY SCHOOL OF PHARMACY

For the first time in nearly four decades, there is a new school for pharmacists in America; it was founded at Campbell University in 1985 and admitted its charter class in August of 1986. The school will confer the Doctor of Pharmacy degree upon students who complete its four-year professional program of classes, research, and internships. Entering students must complete at least two years of undergraduate work prior to beginning the pharmacy curriculum.

Because of Campbell University's unique location, its pharmacy program encompasses an unusually broad variety of pharmaceutical internship possibilities, including major medical centers such as Duke Hospital, several Veterans Administration hospitals, international research companies in the Research Triangle Park, and significant numbers of practicing pharmacists and smaller hospitals and clinics, all within an hour's drive.

Thus, graduates of the pharmacy school will be prepared to serve the region and the nation in active pharmaceutical practice and research in a broad variety of professional positions.

THE CAMPBELL UNIVERSITY SCHOOL OF EDUCATION

Recognizing that the education of teachers is vital to the life of our society and the preservation of the values of Western Civilization, Campbell University, in late 1985, consolidated the related disciplines of education, psychology, sociology, military science, and home economics into a School of Education dedicated to intellectual development and professional preparation of young teachers. In addition to the basic process of preparing undergraduates for initial teacher certification, the school provides a quality program at the Master's level, and has implemented sixth-year and doctoral programs for administrators.

GRADUATE PROGRAMS

Master of Education (M.Ed.)

The graduate program in Education was begun in the summer of 1977 and now enrolls approximately 300 students. The major objective of the graduate program in Teacher Education is to provide an opportunity for persons in the field of education to pursue knowledge in their field and to improve their professional skills. Programs offered under the Master of Education umbrella include the following: Early Childhood Education, Intermediate Education, Middle Grades Education, Physical Education, Science Education, Social Science Education, Math Education, English Education, Counselor Education, Administration Level 1, and Curriculum Specialist Level 1. The Education Specialist degree (sixth year) is offered in Early Childhood Education, Curriculum Specialist (Level II), and Administration (Level II).

Doctor of Education (D.Ed.)

The Doctor of Education degree program is offered in Administration.

Master of Business Administation (M.B.A.)

The graduate program in business began in the fall of 1978. There are now about 250 students enrolled. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving, and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. In order to earn the M.B.A., the student must successfully complete a thirty-hour program in Management, Economics, Finance, Marketing, Advanced Management Accounting, and Legal Environment.

Master of Science in Government (M.S.)

The graduate program in Government was begun in July, 1982. After a careful feasibility study, the need for a unique program in international relations was established. Classes are scheduled on the campus at Buies Creek and at the Fort Bragg campus.

GRADUATE BULLETINS

Graduate Bulletins containing additional information concerning the graduate degrees in Education, Business Administration, or Government may be obtained by writing to the Dean of Admissions, Campbell University, Buies Creek, North Carolina, 27506.

ACADEMIC CALENDAR

Campbell University provides a year-round educational program. In addition to the fall and spring semesters, a wide range of courses is offered during the summer. Two sessions of five weeks each constitute the summer semester at Campbell University.

The summer and fall semester schedules are generally available in early March. The schedules and addditional information may be obtained by writing the Dean of Admissions, Campbell University, Buies Creek, North Carolina, 27506.

CONTINUING EDUCATION AND OFF-CAMPUS PROGRAMS

Campbell University offers undergraduate and graduate classes in evening programs which are available on campus and at various sites across the State. The great majority of the 1,300 students in these programs are part-time; some, however, are able to carry enough classes strictly during evenings and on Saturdays to qualify as full-time students. These classes are taught by the university's regular professional staff as well as by adjunct faculty members.

Off-Campus Centers

Campbell's largest off-campus center is at Fort Bragg, N.C. From an enrollment of 50 students in four classes in the spring of 1976, the center today serves more than 500 students in over 50 classes in both undergraduate and graduate studies. Civilians as well as military personnel attend the classes which are taught year-round in the Main Education Center on post. Campbell maintains an office on the second floor of this building for registration, counseling, purchase of textbooks and other services necessary to attending classes at Fort Bragg. The Center may be telephoned at (919) 436-3242.

The University's newest off-campus center was established at MCAS New River/Camp Lejeune at Jacksonville, N.C., in the fall of 1987. This is a full-service center like the one at Fort Bragg, and offers undergraduate classes on a year-round schedule. Campbell offices are in the Station Education Center at MCAS New River. The telephone number is (919) 451-6600.

The University also provides undergraduate classes at the Bowers Military Center of the N.C. Army National Guard in Raleigh, N.C. Information about this site is available by contacting the Director of Continuing Education on the main campus.

Off-Campus Graduate Programs

Graduate classes in Education and Business Administration are taught during evenings at other off-campus sites. For general information, the Dean's offices should be contacted. Programs are available at Seymour Johnson AFB and Wayne Community College in Goldsboro, Peace College in Raleigh, N.C., Wesleyan in Rocky Mount, and at Central Carolina Community College in Sanford.

Central Carolina Community College

Since 1970, Campbell University has been involved in a cooperative college transfer program with Central Carolina Community College located in Sanford, N.C.

The general education curriculum is taught at CCCC by regular members of Campbell's faculty and by adjunct professors. This enables students to earn an associate's degree upon completion of 64 semester hours of college level work, and permits the student to transfer these credits to Campbell or to other accredited institutions which accept credit from Campbell. Information about this program may be obtained from CCCC's Student Development Services. The telephone number is (919) 775-5401.

Malaysian Program

Campbell University is involved in a cooperative program with the University of Ulster of Belfast, Ireland at Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia. Graduates of the Science curriculum at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding faculty, ably supported by excellent facilities and equally good library holdings and equipment. Campbell University exercises continuing control on the quality of the academic program through an annual visit by external examiners and frequent communication betwen TARC and the home campus.

Study Abroad Program

Through a cooperative arrangement with South Wales Baptist College, Cardiff, Wales, and the University of Wales, programs for summer and nine months study are available to students in selected majors.

American Studies Program

In cooperation with the Christian College Coalition, selected students are eligible to participate in the American Studies Program in

Washington, D.C. Students may enroll for the summer or the full year.

ADMISSIONS

Although the majority of the students at Campbell are from the Southeastern section of the United States, more than forty states and forty-five foreign countries are represented on the campus.

Selection for admission involves several considerations including grades, test scores, activities, and recommendations. Academic record or ability is not of itself sufficient qualification for the admission of any applicant.

A candidate for admission should make initial contact with the Office of Admissions, Campbell University, Buies Creek, North Carolina, 27506, early in the senior year of high school. At that time the Admissions Office will mail necessary forms and instructions.

Directions for Those Beginning College Work

1. Study the catalog (copies may be obtained by writing the Dean of Admissions).

2. Ask the Dean of Admissions to answer any questions concerning the college or its program.

3. If possible, visit the university, preferably with parents, to tour the campus and to discuss the preferred program of study.

4. Obtain from the Admissions Office the necessary forms.

5. Complete the application form carefully and attach a recent photograph. With the application, enclose the fifteen-dollar processing fee. Mail the application to the Dean of Admissions.

6. With the assistance of the principal or guidance counselor, make the necessary arrangements for taking the Scholastic Aptitude Test of the College Entrance Examination Board. Request that the scores be sent to the Dean of Admissions, Campbell University, Buies Creek, North Carolina 27506.

7. Upon completing the first half of the senior year, request that the high school principal send to the Dean of Admissions of the College a record of all high school work completed.

8. Request that the personal physician send the Student Health Service form fully and properly completed to the Dean of Admissions.

9. Upon graduation: (a) request the high school to send to the Dean of Admissions a supplementary transcript recording the grades and credits during the last semester, and (b) if he or she has not previously done so, have the family physician complete the Student Health Service form and mail it to the Dean of Admissions.

Directions for Prospective Transfers

1. Follow steps, 1, 2, 3, 4, 5, and 8.

2. Make available the scores on the Scholastic Aptitude Test of the College Entrance Examination Board or American College Test.

3. Request the Registrar of the college at which you are now in attendance, or, if not now in school, the Registrar of the school last attended, to mail to the Dean of Admissions, Campbell University, a complete transcript.

4. If you have been in attendance at more than one college, the Registrar of each institution should mail to the Campbell University Dean of Admissions a transcript of all work attempted in that school. Failure to have the appropriate academic records sent to Campbell may result in the application being denied.

5. Request a letter of recommendation from a responsible official of the college previously attended.

Official Enrollment

A student is officially enrolled by being accepted and notified by the Admissions Office, by making satisfactory financial arrangements with the Business Office, and by pre-registering or registering at the appropriate time.

Admission Requirements

The minimum requirements for admission to Campbell include graduation from high school, or equivalent credentials, with at least 12 non-vocational units, of which 4 must be in English and 3 in mathematics. Two units of a foreign language, 1 unit in the natural sciences, and 2 units in history and the social sciences are highly desirable. Acceptable scores must be earned on the College Board's Scholastic Aptitude Test or on the ACT examination of the American College Testing Program.

Academic Support Program

Experience shows that candidates for admission whose composite scores on the Scholastic Aptitude Test (SAT) are 850 or better and who rank in the upper half of their high school class in college preparatory tracks normally succeed academically in a university program with appropriate effort.

To assure the success of marginal candidates, this University offers an "academic support program" built around developmental courses in mathematics and English. Students who score below 300 on either part of the SAT must sit for Math 110 or English 100. Some candidates may be required to sit for both.

Marginal students schedule no more than 13.5-14 semester hours until they establish themselves academically. Furthermore, these students have the option to sit for MSCI 103, a one semester hour "how to study" course.

Provisional Admission

Should a student be admitted provisionally, he/she will be eligible to receive credit on work done at Campbell University only after satisfactorily meeting the requirements of the Admissions Office.

Credit Earned by High School Students

High School students may take courses for credit at Campbell University provided they have completed their junior year and are recommended by their high school principal or counselor. Credit for courses successfully completed will be granted after the student graduates from high school and enrolls at Campbell University.

Admission of Military Personnel and Veterans of the Armed Forces of the United States

For many years, Campbell University has been active in the various military education programs. It is proud of its designation as a "Servicemembers Opportunity College" and its selection as one of twenty-five colleges and universities to participate in the Bachelors Degree for Soldiers system. The University will evaluate military records for college credit without charge to determine the amount of credit which may be granted for non-traditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree-seeking student at the University.

For additional information, contact the Veterans' Affairs Office, Campbell University, PO Box 546, Buies Creek, NC 27506.

Summer School Students from other Institutions

Students enrolling at Campbell University only for the summer program should secure from the proper school official to which the credit will be transferred a statement certifying approval of such plans and listing approved courses.

Transfer of Credit

A transfer student from an accredited two-year institution may receive up to sixty-four semester hours of course credit.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a C average during the first year of residence after transfer.

All students from accredited junior and community colleges are eligible to apply for transfer under a direct transfer policy if they have an overall C average and are recommended by the dean of the sending institution. Full credit will be given to junior college courses at the associate degree level.

Transfer students must be in good academic and social standing at the school from which transferring.

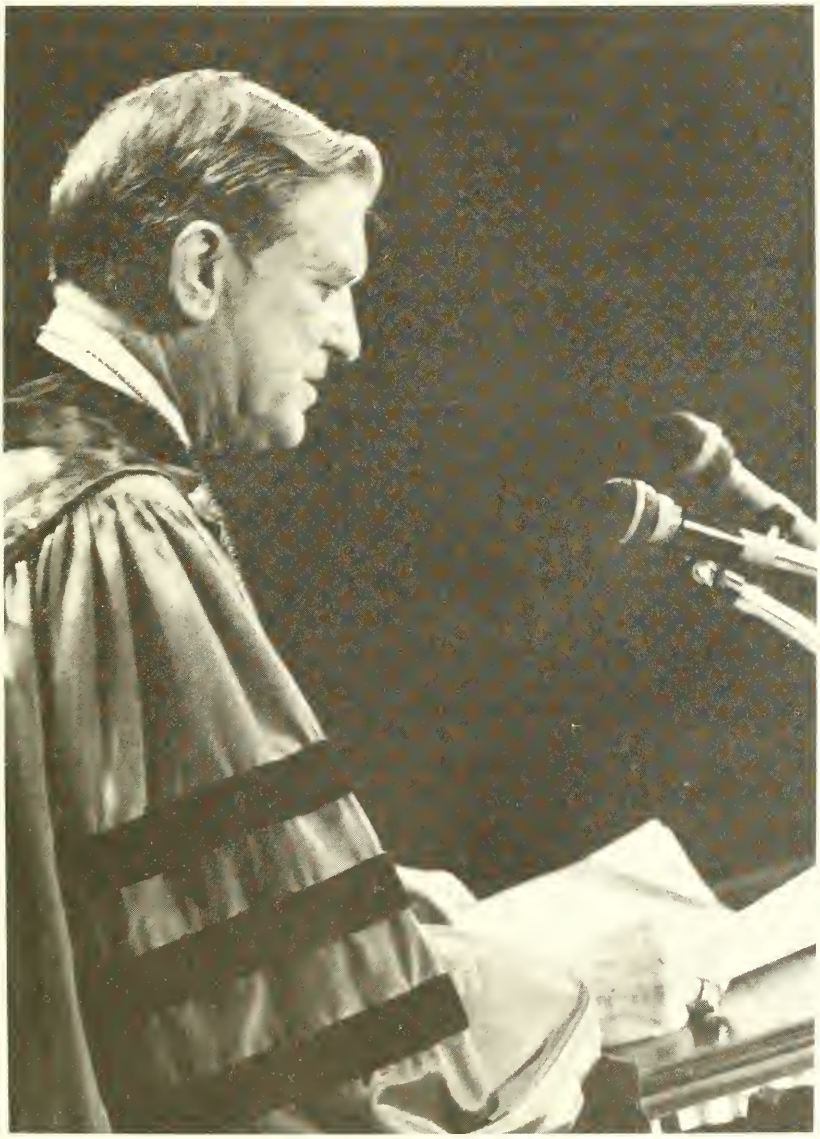
Reserve Officers Training Corps (ROTC)

Campbell University offers an ROTC program which is designed to develop officer-leaders and to lead to a commission as an officer in the Army Reserve or the Regular Army. Additional information may be found in the instructional program under Military Science.

FOREIGN STUDENTS

Foreign students are required to demonstrate proficiency in the English language and satisfy the above admissions requirements and procedures. The English language requirement of the College will be met when the applicant has submitted proof of a score of 500 or better on the TOEFL, or completed Level 109 at an ELS Language Center. A complete set of educational credentials with English translations, if necessary, are required before eligibility for admission can be determined. An affidavit of financial responsibility is required before the 1-20 form is issued.

2. Academic Regulations



2. GENERAL ACADEMIC REGULATIONS

Graduation

Degrees will be conferred at the end of the regular semester in May.

The responsibility for meeting the requirements for graduation rests upon the student.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation. Applications must be on file in the Office of the Registrar before the degree will be awarded. The candidate must satisfy all financial obligations prior to graduation.

Graduation with Honors

Students who achieve a grade point average of 3.25 will be graduated CUM LAUDE, 3.50 MAGNA CUM LAUDE, and 3.75 SUMMA CUM LAUDE.

Graduation with honors is determined by the overall grade point average on all undergraduate work attempted at any accredited school *and* on all credit earned at Campbell University.

To be eligible for honors a student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation. A transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell University.

Minimum Requirements for Graduation

All candidates must have: 1) an overall 'C' average, 2) a 'C' average in the major, and 3) a 'C' average at Campbell.

N.B. Music majors must have a 'C' or better on each music course. Education majors must have a 'C' or better on all education courses and an overall minimum grade point average of 2.5 to be considered for teacher certification.

Graduation in Absentia

All candidates are expected to participate in the graduation ceremony. Those students who cannot be present should present to the Dean of the appropriate School or College a request with their justification for graduating in absentia.

Assessment of Institutional Effectiveness

On a periodic basis, the University will request student participation in determining measures of effectiveness of university programs and in assessing student progress during the course of the educational experience at Campbell. When the participation requested pertains to student progress in the major and/or minor field of study, such participation becomes a requirement for graduation.

Classification

The classification of a student depends upon the number of hours and quality points earned and not upon the length of time enrolled in the University. A student is classified:

(1) As a senior, upon the completion of 90 semester hours with a 2.0 average on all work attempted.

(2) As a junior, upon the completion of 55 semester hours with a 2.0 average on all work attempted.

(3) As a sophomore, upon the completion of 23 semester hours with a 2.0 average on all work attempted.

(4) As a freshman, if the regular admission requirements have been met.

(5) As a special student, if for some approved reason he/she is registered for one or more courses but does not meet the admission requirements.

(6) As a part-time student, if, with approval, he/she is registered for less than 9 hours of credit work. However to receive assistance through Campbell's Financial Aid Office, a student must be enrolled for 12 semester hours for undergraduate, and 9 semester hours for graduate students.

Grades and Quality Points

The grading scales with the assigned Quality Points are as follows:

Grade	Quality of Work	4 Point Scale
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
IC	Incomplete Continued	0
I	Incomplete	0
WF	Failing at time of withdrawal	0
WP	Passing at time of withdrawal	0
Au	Audit	0

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an F.

The cumulative grade point average is determined by dividing the total quality points earned by the total number of semester hours *attempted*.

Courses transferred from non-traditional programs, non-accredited institutions, and foreign programs are not included in the computation of the grade point average.

Dean's Honor List

The requirements for making the Dean's honor List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.25 or better on work completed during a semester.
3. No grade below a C.
4. Not more than one C grade.
5. No incomplete grades.
6. No overcuts in classes or the Cultural Enrichment Program (CEP)
7. Not on social probation.
8. No penalty points in effect.

President's Honor List

The requirements for making the President's honor List are as follows:

1. Be eligible for the Dean's List.
2. Completed at least a second semester of residence at Campbell.
3. Earn cumulative grade point average of 3.50 on a 4 point scale on all work attempted.

NOTE: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

Minimum Academic Standards

To be eligible for readmission, students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality point ratio of 1.4.
2. Students who have attempted 48, but fewer than 78 semester hours must have quality point ratio of 1.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality point ratio of 1.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality point ratio of 1.85.
5. Students who have attempted 130 or more semester hours must have a quality point ratio of 1.9.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell University to improve their grade point average.

Students of Junior standing (55 semester hours) or less whose G.P.A. falls below a 1.8 average will be allowed to register for a maximum of 13.5 semester hours.

Academic Warning

The University Retention Committee convenes in May of each year to review the academic progress of undergraduate students. The Committee issues an "Academic Warning" to any student who is not suspended at that time but whose composite grade point average is less than 2.0. A student who fails to show progress toward graduation may receive more than one "Academic Warning" until such time as

the quality point deficit is reduced in its entirety. However, a student who has not made sufficient progress during any grading period may be suspended without further "Academic Warnings."

Students who incur quality points deficits of 50 or more are normally declared "academically ineligible" for a minimum of one semester.

Students who have been ruled ineligible for readmission may appeal to the Committee on Retention.

To receive financial aid under the Federal Title IV Program, a student must be making "satisfactory progress" toward graduation as defined in Section 3.

In addition, a full-time student must complete an average of 12 hours each semester during the first two years and an average of 13 hours during the remainder of the undergraduate study.

Class Attendance

Campbell University believes that every class hour is important. Regular attendance is a student's obligation and the student is responsible for all work, including tests and written work of all class meetings. Instructors will keep attendance records in all classes. The names of students who miss three consecutive meetings will be submitted to the Registrar.

Absences will be handled between the student and the professor. The professor is expected to provide the student with the information concerning attendance during the initial class meeting. *The responsibility for class attendance rests with the student.* When a student's absences threaten to affect his grade, the professor will communicate this fact to the student and the Registrar.

In the event of absences due to severe personal illness, death in the immediate family, or authorized representation of the University, the student may have the opportunity to make up work. The student's responsibility is to notify the professor in advance whenever possible.

To receive credit for any course, a student must attend at least 80% of the hours precribed for the courses; individual professors have the prerogative of imposing a more restrictive policy consistent with the exceptions noted above. When a student forfeits his right to continue with the course, he will be assigned a WP (Withdrew Passing) or WF (Withdrew Failing) by the professor.

Faculty Advisors

Each student will be assigned a faculty advisor who will assist in making academic choices. Prior to registration each semester, every student must have proposed courses approved by his/her advisor.

Students interested in pursuing special programs or majoring in business education, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate should consult the School of Education prior to registering for the sophomore year.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for junior and seniors. Those numbered 500 are for advanced undergraduate and graduate students. Courses numbered 600 are for graduate students only. Credit hours for each course are listed in parenthesis after the title.

The University reserves the right to make necessary changes in the class schedule where there is insufficicent demand for an announced course.

Drop-Add

There are deadlines each semester for dropping and adding courses. A student may be officially added to a course through the fifth class meeting by permission of the Instructor and the Registar.

A course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the mid-term with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the mid-term will be dropped with a WF.

The time periods listed herein for the regular semester will be applied proportionally to Summer Session to determine the rules for withdrawal in the summer.

Students will not be allowed to drop freshman courses in English, Mathematics, or History.

Any course dropped without permission is recorded as an F.

Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester or fifteen weeks. In a course meeting three times a week, three semester hours of credit will be earned. Courses in science, home economics, and business education carry laboratory requirements. In general, two hours of laboratory time is converted into one hour of credit.

Normal Class Load

During the regular semesters a normal class load is fifteen to sixteen hours. During the summer session a normal load is six semester hours each term.

Students enrolling in more than eighteen semester hours (not including CEP) must obtain permission from the Dean of the appropriate school or College and pay the appropriate overload charges.

A full-time boarding student must carry a minimum load of twelve semester hours.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school.

Independent Study

Independent study is any type of study which is conducted under the supervision of a qualified instructor but which is not available as a regularly scheduled course or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes.

All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to his faculty advisor during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the minimum standards set by the department. Minimum departmental standards will include the following:

a. No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major

without the approval of the discipline department chairman, advisor, and the Dean of the College/School.

b. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.

c. Required is a clear, written understanding between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.

d. **All Students should complete all freshman and sophomore courses by the end of their junior year.**

Supervision of independent study will be on a volunteer basis for the professor. Each professor will have a maximum of three students doing independent study each semester at any given time.

All independent study shall be approved by the faculty advisor, the supervising professor, the discipline department chairman, the appropriate Dean, and the Registrar.

**Veterans enrolled in independent study courses must also be enrolled in 12 semester hours of traditional course work to qualify for veteran's benefits.*

Independent study contracts may be obtained in the office of the Registrar.

Auditing a Course

A student may audit any course by obtaining the permission of the instructor and the appropriate Dean. The requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which will be taken later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Transfer Students

Students who complete course work in another accredited college or university may apply for admission to Campbell University. Transfer applicants must be eligible, both academically and socially, to return to the institution from which they are transferring. Applicants from accredited institutions will be admitted upon the recommendation of the Admissions Committee and the Registrar.

Credit by Examination

Credit may be earned by satisfactorily completing the General Examinations or the Subject Examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of sixty-four hours of credit may be earned for scores suggested by the American Council on Education.

Credit for courses in the core curriculum to be earned through CLEP, DANTES, USAFI, APP, CHALLENGE EXAMINATIONS, and other non-traditional methods must be submitted not later than the end of the student's first year of residence at Campbell or any other accredited institution of higher education.

Credits for the CLEP Subject Examinations will be awarded for scores at or above the averge score made by "C" students in the national norms for the Subject Examinations.

Applicants who seek credit by examination may obtain further information from the Registrar of the University.

No grades will be given for credit earned by non-traditional methods.

Fort Bragg Policies

Students may enroll for courses at the Fort Bragg campus on the following conditions:

1. The requested course is not available on the Buies Creek campus during the present semester or prior to the expected date of the student's graduation.
2. Approval must be obtained by Advisor, Department Chairman, Discipline Department Chairman, and Registrar.
3. A student may enroll for no more than two courses per semester.
4. The maximum number of hours allowed during any semester and combination of Fort Bragg terms must not exceed 18.5 hours.
5. If a student enrolls for six semester hours at Campbell and six hours at Fort Bragg during any semester and combination of terms at Fort Bragg, the student is considered a full-time on-campus student and must pay resident tuition charges.

Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field

of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the appropriate Dean, the Chairman of the Department, and the Registrar.

Advanced Placement

College credit will be awarded to a student who completes the advanced placement examination with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board (CEEB) for the advanced placement test and should request the CEEB to send the results of these examinations to the Dean of Admissions.

The decision on the appropriate amount of credit to be awarded will be determined by the Department Chairman with the approval of the appropriate Dean.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges must be approved in writing prior to enrollment by the Registrar and the appropriate Dean.

Students who do not have an overall 'C' average and a 'C' average at Campbell will not receive approval to transfer courses to Campbell. Furthermore, students who are in their fourth semester at Campbell University or who have completed 64 semester hours may not transfer work from two-year institutions (junior colleges, community colleges or technical colleges). Students should understand that they are to complete the last 32 semester hours in residence at Campbell University, and that work completed at another institution while a student is ineligible to return to Campbell will not be accepted in transfer.

Students requesting permission to enroll for courses at Campbell University and Fort Bragg during the same semester are advised of the following requirements:

The maximum number of hours allowed during any semester and combination of Fort Bragg terms must not exceed 18.5 semester hours.

Permission to enroll in courses at Fort Bragg must include the approval of the student's advisor and Department Chairperson.

If a student enrolls for six semester hours at Campbell and six or more hours at Fort Bragg during any semester and combination of terms at Fort Bragg, the student is considered as a full-time on-campus student and must pay resident tuition charges.

Courses to be applied against the requirements in the major field must meet with the approval of the Chairman of the Department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

Eligibility Regulations

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.
3. No one who passed during the previous semester less than eight semester hours and physical education will be permitted to represent the University in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit. Summer sessions may be used to earn any number of credit hours which may be applied to meet the average of twelve credit hours in the term of attendance immediately preceding participation.
4. Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
5. No one will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.
6. Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

Withdrawal from University

To withdraw officially from the University during a semester a student must contact the Dean of Student Life.

After a conference with the Dean the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal.

Courses dropped without proper clearance are recorded as WF and will count as hours attempted.

Transcripts

The first copy of a student's record is issued for him upon request without charge. Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $2.00 for each copy desired.

Student Handbook

The *Student Handbook* is published each year by the student personnel staff. Student activities, campus services, academic regulations, and policies and regulations governing student affairs at Campbell University are stated in the *Student Handbook*.

Every student is expected to become thoroughly acquainted with the *Student Handbook*. Students are responsible for complying with the policies and regulations presented in the annual edition of the *Student Handbook*.

Code of Ethics

Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, university and church have stood as partners. The university plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

Campbell University is Christian but not sectarian. Each year many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the university will be sympathetic to its stated purposes.

As a Baptist university, Campbell is committed to teaching students to think with Christian values as their basic guidelines. Accordingly, it is incumbent upon the University to provide its students with a code of honorable behavior that in its observance makes more nearly possible an environment whereby the student can grow spiritually, morally, and intellectually.

To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal

behavior. Thus, a student who matriculates at Campbell University should demonstrate a willingness to abide by the following code while a member of the student body.

The code of Campbell University arises directly out of the institution's statement of purpose.

The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the university community. Because of the university's commitment to the lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the university community, regardless of position.

While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others. Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:

To uphold at all times and in all places, both on and off campus, the university's statement of purpose.

To protect the property rights of others from theft, damage, or misuse.

To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.

To obey, respect, and uphold the law of the land.

To refrain from the possession, use, or distribution of alcoholic beverages and drugs.

To maintain a standard of dress which insures neatness, cleanliness, and appropriateness of attire.

At all times to exhibit good taste, decency, and restraint, refraining from disorderly conduct and indecent, profane, or obscene expression.

To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.

To abstain from any sexual relations outside the bonds of marriage.

To exemplify high principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

University Disciplinary System

The Dean of Student Life is responsible for the administration of the university's disciplinary system. This responsibility is exercised on behalf of the President of the university and entails the operation of several bodies. They are described below and explained in detail in the Student Government Association Bylaws. Allegations of misconduct involving graduate students are referred to the appropriate graduate/professional school for resolution.

1. *The University Conduct Council* is composed of an elected Executive Officer, the four undergraduate class presidents, three faculty members, the Residence Life Director, and the Dean of Student Life. The council hears violations of the Student Code: Standards of Conduct and Residence Hall Rules. The council may penalize students for misconduct by assigning penalty points. Once assigned, penalty points remain in effect for 365 days. The accumulation of penalty points can lead to social probation (10 points), disciplinary probation (15 points) and suspension (20 points).

2. *The Abbreviated Conduct Council* is an extension of the University Conduct Council which is composed of the Executive Officer of the full council, the Director of Residence Life and the Dean of Student Life. It is authorized to hear allegations of Student Code violations which have a maximum penalty point value of not more than twelve points and involve students who have acknowledged their misconduct and who have not previously appeared before the abbreviated council or any other university disciplinary body. Students who wish to contest allegations or who have previously appeared before the abbreviated council or any other university disciplinary body must appear before the full council.

3. *The Executive Committee of the Faculty* is composed exclusively of faculty members including the Deans of Lundy-Fetterman School of Business, the School of Education, and the College of Arts and Sciences. The committee serves as a hearing board for incidents of misconduct involving violations of federal, state, and

local law. It may also hear violations of institutional policy and incidents requiring a high degree of confidentiality to protect the reputations of the students involved. Cases of sexual immorality fall into this latter category.

4. *The President's Executive Committee* is composed of the president of the university and his cabinet. The committee considers written appeals of decisions made by the University Conduct Council, Abbreviated Conduct Council, and the Executive Committee of the Faculty. Appeals must be submitted in writing through the Dean of Student Life's Office within three school days of the decision being made. The committee does not hear personal appeals or oral arguments.
5. *The Honor Council* is composed of a chairman, vice-chairman, administrative officer, ten class representatives, and six faculty members. The purpose of the council is to investigate and hear allegations of academic dishonesty. Hearings are conducted before a panel of seven students and three faculty members. The panel may impose penalties ranging from censure to expulsion. Sanctions of expulsion and suspension are automatically reviewed.
6. *The Honor Council Review Committee* is composed of the Dean of the College of Arts and Sciences, the Dean of the Lundy Fetterman School of Business, and the Dean of the School of Education. This committee will hear all requests for review and will periodically review all hearings conducted by the Honor Council.

Honor Societies

Epsilon Pi Eta. The Epsilon Pi Eta society was organized in the fall of 1928 for the purpose of promoting character, leadership, and scholarship. Membership is gained by being nominated by at least twenty-five percent of both the faculty and members of the society. Members must also achieve a specified academic record for three consecutive semesters.

Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent A's and fifty percent B's for a normal academic load during the first semester or year at Campbell. The society is open to both freshmen men and women.

Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to

men and women who are in the upper ten percent of the senior class. Graduate and professional students in the upper 10% of all graduate and professional students in the institution are also eligible.

Omicron Delta Kappa. A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

Pi Gamma Mu. The Campbell University chapter of Pi Gamma Mu was established in the fall of 1984. Pi Gamma Mu is a society which encourages excellence in the social sciences among undergraduate and graduate students. Membership and leadership in the chapter are shared between faculty and students. As an honor society, Pi Gamma Mu gives recognition to good scholarship and promotes it all year long through enriching activities, a lectureship program, and student-faculty student fellowship. When a junior, senior, or graduate student has at least 20 hours in the 5 core areas (history, political science, economics, sociology/anthropology, and international relations), and in some other social science courses such as social psychology, criminal justice and geography, with a grade average of B (85%), that person may be invited to join an active chapter of Pi Gamma Mu. In addition, an eligible student should be in the top 35% of the class.

Sigma Tau Delta. Gamma Chi, local chapter of Sigma Tau Delta, the only national English honor society, was formed in 1987. It recognizes outstanding English students who are in the top 35% of their class.

Who's Who Among Students in American Universities and Colleges. One of the most prestigious awards the academic community can bestow is selection for Who's Who. Students selected are evaluated with respect to scholarship ability, participation and leadership in academic and extracurricular activities, citizenship, service to Campbell University, and their potential for future achievement. Only seniors and graduate students are eligible.

Pre-Medical/Allied Health Honor Society is open to students who have an overall 3.0 GPA in all classes and in science. Three semesters of study are required and the students must rank in the upper 35% of their class.

The Presidential Honor Society has a membership of students who made a 1000 or better on the SAT, who have good character, and are in the top 15% of their high school class.

3. Financial Information

TUITION AND GENERAL FEES

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from university Endowment earnings, gifts, grants, and miscellaneous revenue.

The cost for the 1988-1989 academic year at Campbell University, exclusive of books, is as follows:

Resident Students:	First Semester	Second Semester	Total
Tuition and Matriculation Fees	2,980.00	2,948.00***	5,928.00
Meals (5-day ticket)*	657.50	657.50	1,315.00
Room**	435.00	435.00	870.00
Accident Insurance	31.00	-0- ****	31.00
Student Government Fee	15.00	15.00	30.00
	$4,103.50	$4,040.50	$8,144.00

Commuting Students:	First Semester	Second Semester	Total
Tuition and Matriculation Fees	2,980.00	2,948.00****	5,928.00
Student Government Fee	15.00	15.00	30.00
Accident Insurance	31.00	**** -0-	31.00
	$3,026.00	$2,963.00	$5,989.00

*For 7-day ticket add $50.00 per semester.

**Residence halls range in price from $435.00 to $500.00 per semester.

***New second semester students will be charged $2,980.00.

****New second semester students will be charged $22.00.

Out-of-State Tuition Fee

All students who are not residents of North Carolina are required to pay an out-of-state tuition fee of $25.00 per semester.

Accident Insurance Fee

All students are required to purchase an accident insurance policy. This fee is $31.00 and has blanket coverage up to $1,000. Accident insurance for athletes has blanket coverage up to $3,000.

Hospital illness coverage insurance is optional with the student at a cost of $65.00 each twelve months.

Health Service

The University does not charge a health service fee. Each student is entitled to clinical services at the university infirmary which is open or on call 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary. Drugs by prescription and X-Rays are paid for by the patient.

Student Government Fee

The Student Government Association Fee is established by the student organization and the Board of Trustees. The student government fee is $15.00 per semester. This fee is used to sponsor concerts, lectures, films, and social entertainment for the students.

Private Room Fee

An additional $100.00 per semester is assessed for private rooms. Arrangements for rental of private rooms to the limit of their availability can be made with the Director of Residence Life.

Other Fees

Application Fee (new applicants only)	$ 15.00
Late Registration Fee	$ 25.00
Change of Schedule (allowed one change without charge)	$ 10.00
Graduation Fee (Undergraduates)	$ 20.00
Graduation Fee (Graduate)	$ 25.00
Data Processing Lab Fee	$ 20.00
Student Teaching Fee	$ 50.00
Home Economics Laboratory Fee (per course)	$ 6.00
Liberal Arts Courses for part-time students taking less than nine (9) semester hours (per credit hour) Undergraduate	$ 90.00
Course load above 18.5 semester hours (per credit hour)	$ 90.00
Private Room	$100.00
Room Key (this fee is refundable)	$ 10.00
Dorm Fee (for student activities in the dorm)	$ 3.00

Science Laboratory Fee (per course, per semester) .....*$ 20.00
Parking Fee (year) for Undergraduates .....$ 12.00
Parking Fee (year) for Graduate Students .....$ 6.00
Transcript Fee (single copy) .....$ 2.00
5-day meal ticket (per semester) (for day student information) $657.50
7-day meal ticket (per semester) (for day student information) $707.50

(*Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.)

Music Fees

Regular Students
One 30 minute lesson per week, 1 hour of credit .....$ 50.00
Two 30 minute lessons per week, 2 hours of credit $100.00
One 30 minute lesson per week, no credit .....$ 75.00

Special Students
One 30 minute lesson per week, 1 hour of credit .....**$ 75.00
Two 30 minute lessons per week, 2 hours of credit **$150.00
One 30 minute lesson per week, no credit $150.00

(**Plus regular hourly fee)

Rental of Musical Instruments.....$ 10.00

Art Fees

Ceramics .....$ 25.00
Art: The Child, The School .....$ 25.00

Students enrolled for courses in Art other than Art 114, 200, 218, 219, and 221 pay a fee of $25.00 per course to defray expenses of depreciation of equipment and instructional supplies necessary for class and laboratory instruction. Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.

Advance Enrollment Deposit

All freshmen, transfer, and returning students are required to pay a $100.00 advance enrollment deposit. This deposit is due two weeks from the date of acceptance. This fee is refundable prior to May 1, if the student requests it in writing to the Admissions Office. This fee is deducted from the semester's total expenses.

Processing Fee

A processing fee of $15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

Terms of Payment

Unless other arrangements are made with the Assistant Treasurer, tuition and matriculation fees must be paid on or before entrance. In the event of withdrawal, these are refundable as follows: 60% the first week, 40% the second week, and none thereafter. Exceptions to this are made on an individual basis for medical reasons only. Since the University cannot defer payment of tuition and matriculation fees, students wishing to finance these necessary charges should do so each semester in advance of registration. The Office of Student Financial Aid offers assistance through various plans. Terms of payment must be approved by the Business Office.

The cost of room and board is paid in advance. Payment may be made by half semesters. In the event of justifiable withdrawal, the student pays the cost of the period of attendance plus an additional charge of ten percent (10%). No cost for room or board for the Fall Semester is refundable after November 1 or for the Spring Semester after April 1. Please note that this applies only to room and board.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

> Students with financial obligations to the University will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

The University reserves the right to change fees and charges with adequate notice. Please note that prices quoted herein are for the 1988-1989 School Year.

Summer School Expenses — 1989

	5 Weeks		10 Weeks	
	3 Hours	6 Hours	6 Hours	12 Hours
Tuition and General Fees ($90.00 per semeseter hour)	270.00*	540.00*	540.00*	1,080.00*
Student Activities	2.00	2.00	4.00	4.00
Insurance (includes illness)	12.50	12.50	25.00	25.00
**Room and Board	361.72	361.72	723.44	723.44
	$646.22	$916.22	$1,292.44	$1,832.44

*The above based on 3-hour courses at $90.00 per semester hour.
**Board quoted on a 5-day meal plan. For 7 days add $30.00 each 5 weeks.

In addition to the above, students from outside the State of North Carolina will be charged an additional $8.34 for each five week term. All charges for Summer School must be paid for each five week term in advance or on the date of registration.

No refunds for withdrawals will be permitted after the first class meeting.

Linen Service

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis, is optional and available to all students on the basis of $50.00 per semester. A $10.00 refundable advance deposit is required and is returned at the end of each semester after all linens rented have been returned to the laundry. Students will be charged for lost linen and linen not returned to the laundry on the basis of the net cost to the University.

Laundry and Dry Cleaning Service. This service is optional and is offered on a cash basis or students may establish credit for the semester by paying a $50.00 deposit in advance. Any unused portion of this deposit is refundable at the end of the semester. If charges for laundry and dry-cleaning exceed the $50.00 deposit, parents will be billed monthly for the excess of the charges.

Air-Conditioners

Where a personal air-conditioner is used, a charge of $35.00 per semester is made to cover the cost of electricity. The University's Physical Plant must be contacted for installation.

Refrigerator Rental Service

Through the University laundry, boarding students may rent, by semesters, chest-type refrigerators at a rental fee of $30.00 plus a charge of $22.50 for electricity and a refundable deposit of $10.00 against possible damage. Renters are liable for the total cost of any damage done to their refrigerators during the rental period.

University Bookstore

The University Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately $150.00 per semester to purchase necessary books and supplies.

Banking Service

First Citizens Bank and Trust Company and Mid-South Bank and Trust Company are within walking distance of the campus for students who desire banking services.

Infirmary

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell University as are routine in an Infirmary type situation. During office hours there is a well qualified nurse on duty. After office hours, a nurse is on call twenty-four hours a day. The Physician's Assistant maintains office hours at the Infirmary and is on call twenty-four hours a day. He has full support and consulting services with a group of five physicians at Betsy Johnson Memorial Hospital in Dunn, North Carolina.

When emergency situations develop, the students should report to the nurse at the Infirmary who will in turn arrange for such medical attention as is indicated. It should be noted that the cost of drugs and laboratory fees will be assumed by the student.

Campbell University is affiliated with the Lee-Harnett Mental Health Center which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary and be referred to the Mental Health Clinic from the Infirmary.)

To provide the best possible medical attention for the entire student body, it is suggested that each student keep the following policies in mind:

1. Except for emergency cases, students needing medical attention should report to the university nurse during regular office hours.
2. Students are expected at all times to conform to the instructions of the Infirmary personnel as to when to enter and leave the Infirmary and when to report for the examination or treatment. Any student leaving the Infirmary against the advice of the Infirmary personnel makes himself subject to disciplinary action; the University in turn disclaims responsibility for complications that might develop as a result of the student's refusal to heed such advice.
3. The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be so advised.
4. Inpatient visiting hours are from 1 to 2 p.m. and 7 to 8 p.m. and are limited to suitemates of the patient.
5. All accidents should be reported to the Infirmary as soon as possible.
6. If it is at all possible, students should report to the Infirmary before seeing another doctor.
7. **Consent to medical treatment.** Each student eighteen years of age and older, and the parent, or if no parent, legal guardian, of a student under eighteen years of age, shall be required to execute, at or prior to admission, a written authorization and consent for medical treatment in such forms as the University may prescribe.
8. Prescriptions from the student's family physician may be filled or refilled at the Infirmary Pharmacy only if the student has been seen by his or her family physician for treatment.
9. All drugs by prescription and X-Rays are paid for by the patient.

FINANCIAL ASSISTANCE

Campbell University was founded on three premises:

A student shall not denied an education because of lack of funds.

A student shall not be denied an education because of plain dress.

A student shall not be denied an education because of lack of preparation.

These time honored words are as true today as the day Dr. Campbell wrote them. The spirit of these words are as alive as they were in 1887.

The primary purpose of the financial assistance program at Campbell is to provide assistance for those students who could not otherwise acquire a college education. Campbell provides an extensive financial assistance program for students who have need in the form of scholarships, grants-in-aid, loans, and part-time employment. In 1987-88 Campbell awarded some types of financial assistance to 90.5 percent of its students. Further information about financial assistance, including application forms, may be obtained by writing the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina 27506, or by calling the following toll-free numbers, North Carolina 1-800-682-4111; out-of-state 1-800-334-4111.

To determine financial need, Campbell uses the nationally accepted needs analysis form with either American College Testing (Family Financial Statement) (preferred) or College Scholarship Service (Financial Aid Form) to estimate a family's fair contribution. These family contributions are computed on income and asset information from the student and parents, as well as family size and number of family members in college. This confidential information is used in determining the amount of assistance to be offered.

To be considered for financial assistance, the student must:

1. File a needs analysis form and request that results be sent to Campbell.
2. Check on the needs analysis form to be considered for Pell Grant. When the Student Aid Reports are received, send all three copies to Campbell University.
3. Complete a Campbell University Data Sheet or the equivalent thereof.
4. Apply for the State Student Incentive Grant (deadline March 15th each year).
5. Be accepted for admission to Campbell University or be making satisfactory academic progress.
6. Transfer students must submit Financial Aid Transcripts from each college previously attended.

A new needs analysis form must accompany the request for consideration for aid for each academic year. This should be done as soon after January 1 each year as possible.

A full-time student (minimum 12 hours) will be academically eligible to receive financial assistance under the federal Title IV programs (Pell Grant, Supplemental Educational Opportunity Grant, National Direct Student Loan, College Work-Study Program, State Student Incentive Grant, Guaranteed Student Loan, and PLUS Loan) and the North Carolina State Contractual Grant Program for a maximum of 6 years if he meets the conditions given below. A student who enrolls for less than full-time will have the period of time he or she can receive assistance pro-rated.

FINANCIAL AID POLICY ON SATISFACTORY ACADEMIC PROGRESS

The Higher Education Act of 1965, as amended by Congress in 1980, mandated institutions of higher education to establish minimum standards of "Satisfactory Academic Progress" for students receiving financial aid. Additional legislation recently called for further refinement of this policy effective January 1, 1984. Campbell University makes these standards applicable to all programs funded by the federal government, including Pell Grants, Supplemental Education Opportunity Grants, National Direct Student Loans, Guaranteed/Federally Insured Student Loans and Collge Work Study Program. These standards are also applicable to the North Carolina State Contractual Scholarship Fund, North Carolina State Student Incentive Grants and certain university controlled scholarships based in part upon academic ability.

Definition of Satisfactory Academic Progress

To receive financial aid under the Federal Title IV Program, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress" for a full-time student (students taking a minimum of 12 semester hours each semester of enrollment) is defined at Campbell University as follows:

At end of At end of	Yr-1 2 sem	Yr-2 4 sem	Yr-3 6 sem	Yr-4 8 sem	Yr-5 10 sem	Yr-6 12 sem
Min. Hours Completed	18 hr	18 hr	22 hr	22 hr	24 hr	24 hr
Cum. Hours Completed	18 hr	36 hr	58 hr	80 hr	104 hr	128 hr
Minimum Cum. GPA	1.39	1.4	1.6	1.8	1.9	2.0

A. Part time students will be evaluated on a pro-rated basis of hours attempted during each period of enrollment under the same minimum standards as full-time students. Although, financial aid can not be awarded to students who are taking less than 6 semester hours during a normal semester.

B. Students will be allowed to receive financial aid for a maximum of 12 semesters or 6 years. This is the maximum allowable time for receipt of financial aid regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

C. Students will be allowed to receive financial aid for a maximum of 180 attempted hours. Example: If a student has attempted 174 semesters hours, has a 2.0 GPA and has completed 10 semesters, then the student will be allowed to receive financial aid for 6 semester hours or ½ time enrollment. The student may pursue as many hours as he/she desires but they would be considered ½ enrollment in regards to financial aid. No financial aid will be awarded to students who have exceeded 180 attempted hours. (180 hours allows students the necessary additional time which may be required to obtain an additional major and to accommodate transfer students.)

D. Students will be permitted to receive financial aid for one year on a probationary basis if so recommended by the scholarship committee, and circumstances warrant such action. At the end of a probationary year, students who have not attained the required minimum GPA or do not have the minimum number of hours completed, will be placed on financial aid suspension.

E. Transfer students will be evaluated at the time of enrollment and if their GPA or hours completed do not meet the minimum standards, they will be placed on probation for a period not exceeding one year or 2 semesters. If they do not meet the minimum standards at the end of the 1 year period they will be placed on financial aid suspension.

F. Any student who is determined ineligible for financial aid, may request a special review at the end of the semester or at the end of either summer session to have his/her aid re-instated for the remainder of the school year. Students must meet the minimum standards set forth above in order to request a special review to have their aid reinstated. Students are personally responsible for requesting a mid-term or end of summer session review by appealing directly to the Director of Financial Aid, otherwise only

one determination of satisfactory progress will be conducted each academic year.

G. Students returning to Campbell University following academic suspension or financial aid suspension must meet the minimum "Satisfactory Academic Progress" standards set forth above before financial aid will be reinstated.

H. Cumulative G.P.A. will be rounded when determining eligibility for financial aid.

Appeal

A. Students who have been denied financial aid may appeal to the Director of Financial Aid. After consultation with the Director, the student may request a Review Panel, to consist of the Dean of Admissions/Financial Aid/Veteran Affairs, Director of Financial Aid, Assistant Director of Financial Aid and a student chosen by mutual consent of the Director and the student requesting the appeal.

B. Financial Aid may be reinstated by the Director of Financial Aid or by the review panel upon demonstration of mitigating circumstances, which must be documented in writing to the satisfaction of the Director or the Panel. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

1. Illness of the student — statement of physician that illness interfered with opportunity for satisfactory progress.
2. Illness of immediate family member — statement from a physician.
3. Death of an immediate/close family member — statement from minister, next nearest relative, a concerned adult or possibly the student.
4. Disruptive internal family problems, i.e., separation, divorce, loss of job — statement from parents and/or minister.

Special Problems

A. Repeated courses count as hours attempted each time taken. When successfully completed they will count as their appropriate credit earned.

B. Course withdrawal: WF counts as hours attempted but zero (0) QP's; WP are not counted as hours attempted

C. Incompletes count as hours attempted but not completed.

D. Summer sessions will not be counted as a semester in residence. Summer sessions are an excellent time to make up any deficiency in hours completed or possibly raise a low G.P.A.

Satisfactory Academic Progress for Graduate Students (M.B.A., M.Ed., D.Ed., M.S.)

To receive financial aid (GSL) under the Federal Title IV Program, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress" as defined at Campbell University is as follows:

Maintain a cumulative grade point average of 3.0 (B).

Failure to maintain the above may result in a probationary period for a period not exceeding one year, and suspension at the end of the one year period if the student has not achieved the above standard.

Satisfactory Academic Progress for Law School Students

To receive financial aid, (GSL, ALAS) under the Title IV Program, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress" as defined at Campbell University is as follows:

Maintain a numerical cumulative grade point average of 65.

Failure to maintain the above may result in a probationary period for a period not exceeding one year, and suspension at the end of the one year period if the student has not attained the above standard.

SCHOLARSHIPS

Campbell University each year provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance will often meet only a part of the financial need, it is recommended that scholarship applicants apply also for the other financial assistance programs administered by the University.

A student must be enrolled in twelve semester hours or more to receive a scholarship.

Academic Scholarships

Campbell University has the following academic institutional scholarships available under the following criteria:

Presidential: 1000+ SAT, B+ average, top 10% in class standing, recommendation by Department Chairman, letters of recommendation by associates. (Range $1,000-2,000 per year.)

Presidential Transfer: An associate degree or equivalent, superior academic performance on the college level, leadership potential, and 3.5 GPA ($1,000 — 2,000 per year.)

Scott-Ellis: Sufficient academic standing to suggest college success, superior leadership potential as displayed by previous activities. This student must possess the qualities necessary to an outstanding Campbell student. ($500-$1,000.)

Scott-Ellis Transfer: An Associate of Arts degree or equivalent, superior academic performance on the college level, leadership potential and 3.0 GPA ($500-$900.)

Campbell Merit Scholarship: Based upon the performance of the individual on the scholarship test as determined by the Academic Dean. ($1,000 - $2,000.)

Institutional Scholarships

The following scholarships are provided by the University.

1. High School Valedictorians who begin their post-secondary education at Campbell — $300 per year.
2. High School Salutatorians who begin their post-secondary education at Campbell — $200 per year.
3. Full-time North Carolina Baptist pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention receive the Pastors Tuition Scholarship (**Tuition** is defined as approximately one-half (½) of the total tuition and general fees charged at registration.)
4. Wife of North Carolina Baptist Pastor receive the Minister's Wife's Scholarship (amount is the same as number 3.)
5. Full-time other Denominational or out-of-state pastor — $300 per year.
6. Wife of other Denominational or out-of-state pastors — $100 per year.
7. Children of full-time North Carolina Baptist pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention are

guaranteed a minimum of $2,000 in total financial assistance per year.

8. Children of other Denominational churches or out-of-state — $100 per year.
9. Children from Children's Homes — $200 per year.
10. Children of Ordained North Carolina Baptist State Convention Employees and children of missionaries — (amount is the same as item #7).
11. Children of Baptist employed Associational Missionaries affiliated with the North Carolina Baptist State Convention — (amount is the same as item #7).
12. Royal Ambassador (Service Aide) and Acteen (Studiact) Scholarship — $200-400 per year.
    Before March 1 applicants should write to the Brotherhood Department or State Acteens Director, Baptist State Convention, P.O. Box 1107, Cary, N.C. 27511-1107.
13. Students selected by Pastors of Churches cooperating with the Baptist State Convention of North Carolina — $100 per semester. For 8 semesters of undergraduate studies as long as cumulative GPA remains 2.0 or better.
14. Students taking a minimum of three hours in religion related courses each semester and meet the criteria as established by the Religion or Music department heads — $250 per semester as qualifies.
15. Other institutional scholarships are available in the areas of athletics, music, math, foreign language, trust, etc. For further information contact each individual department head.

FEDERAL GRANTS AND LOANS

Pell Grants

Students who have a sufficient financial need may be eligible for this grant up to a maximum of $2,200 annually. The student should mark his needs analysis form to be considered for a Pell Grant. The Pell Grant processor sends the student a Student Aid Report (SAR). All three and/or copies of the SAR must be sent to the Campbell University Financial Aid Office.

Supplemental Educational Opportunity Grants

A limited number of supplemental educational opportunity grants are available to students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full-time students, or who are in good standing and are in full-time attendance; (3) show evidence of making satisfactory academic progress in terms of financial aid; (4) demonstrates a financial need. Grants under this program vary from $200 to a maximum of $4,000 per year depending upon funds available and the need of students concerned.

College Work-Study Program

The College Work-Study (CWS) Program enables those students who are eligible, an opportunity to work and earn part of the money necessary to meet their educational expenses. It is an "hours worked, hours paid" type of program. The student approved for CWS is compensated on a monthly basis for the hours that he/she worked during the month. The CWS award is not deducted from a student's educational charges at the beginning of the semester. Students work in almost all areas of the campus — library, food services, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules to allow adequate time for their studies. A student's CWS award depends on "need" along with the amount of funds available for CWS and other aid programs at Campbell.

National Direct Student Loan

The National Direct Student Loan (NDSL) is a program of borrowing based upon need, which enables a student to borrow up to $4,500 during the first two years of undergraduate studies and another $4,500 during the next two with a maximum of $9,000 as an undergraduate. The amount received annually depends on individual need and funds available. These loans are non-interest bearing while a student is enrolled full-time.

Guaranteed Student Loan

A Guaranteed Student Loan (GSL) is a low-interest loan, based upon need, which enables a student to borrow to help meet educational costs. Under the GSL program, an undergraduate student may borrow up to $2,625 per calendar year as a Freshman or Sophomore and $4,000 per calendar year as a Junior or Senior. The total loan limit

of undergraduate studies is $17,250. Repayment and interest begins six months after the student graduates, leaves school, or drops below half-time enrollment. The interest rate is 8% throughout the in-school period and four years of repayment and increases to 10% beginning with the fifth year of repayment. Graduate or professional students may borrow up to $7,500 per year with a loan limit of $54,750 total for both undergraduate and graduate or professional levels. Each state has its own lending agencies and the Campbell Financial Aid office can provide you with this information. North Carolina residents may obtain an application from the Financial Aid Office or by writing to College Foundation, Inc., 307 Glenwood Avenue, Raleigh, North Carolina, 27605.

Veterans Administration Requirements

In addition to all other institutional policies and regulations, students who receive education benefits from the Veterans Administration must comply with the policies of the Veterans Administration and the State Approving Agency for the training and education of students receiving VA Education Benefits. These policies include the following requirements:

1. The student must be fully matriculated prior to certification to the Veterans Administration as eligible to receive benefits.
2. A student will receive full-time benefits for 12 semester hours or more of work attempted, three-fourths time benefits for 9-11.5 semester hours of work, one-half time benefits for 6-8 semester hours of work and reimbursement for tuition and fees for 1-5 semester hours of work. This schedule is applicable only to the standard semester generally used by the University. Summer School, Adult Evening Programs and other undergraduate Campus Sites with different Academic Calendars will be computed on an individual basis.
3. Only courses required to complete the appropriate curriculum or remaining elective courses in the individual's curriculum may be counted in qualifying for VA Education Benefits.
4. A student may repeat a course and receive VA Education Benefits if an "F" grade was received, but not for a course for which a grade of "D" or better was received. Additionally, receipt of "WP" or "WF" cannot be certified.

It is the individual student's responsibility to advise the Veterans' Affairs Office of the University at the beginning of each semester or term of the courses the student has registered for. In addition, it is the

student's responsibility to advise the Veterans' Affairs Office of any change in the student's status, such as dropping or adding courses or withdrawal from the school after a semester or term has started.

If a student does not make "Satisfactory Progress" as defined in the University's Financial Aid or Admissions requirements of this Bulletin, VA Education Benefits will be terminated concurrently with the Cancellation of Federal, Title IV financial assistance.

Army ROTC Scholarship and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of $100.00 per month for ten months of each scholarship year. Four-, three-, two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virignia 23351. Information concerning three-, two- and one-year scholarships may be obtained by writing to, or visiting, the Professor of Military Science, Campbell University, Box 307, Buies Creek, North Carolina 27506. All advanced ROTC students (Junior and Senior students) without scholarship receive $100.00 per month allowance during ten months of each year. Campbell University will provide an additional scholarship to all Army ROTC Scholarship winners. This scholarship will cover the cost of room and board for every year the Army ROTC Scholarship is in effect.

STATE GRANTS AND LOANS

North Carolina Legislative Tuition Grant

All full-time students enrolled in twelve (12) or more hours that are legal North Carolina Residents and have not previously received a Baccalaureate Degree are eligible to receive a minimum grant of $525.00 each semester from the North Carolina Legislative Tuition Grant upon completion of the application and being notified by the Financial Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina State Contractual Grants

These grants are available for residents of the state of North Carolina who have financial need. Recipients are determined by the Financial

Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina Student Incentive Grant

The Legislature of North Carolina has appropriated funds to establish grants to North Carolina residents who have financial need. The North Carolina funds match federal funds. To be considered for NCSIG, a student must mark the need analysis form for the information to be released to the NCSIG program and enclose the appropriate fee. The deadline for applying is March 15. Funding for this grant is based upon federal and state appropriations.

North Carolina Guaranteed Student Loan

See above reference under the Federal Grants and Loans.

North Carolina Prospective Teachers Scholarship Loan

This loan fund was established by an act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in the public schools of North Carolina. Awards for the program will be made in the amount of $2,000 per academic year and are limited to undergraduate study. The two hundred awards are based on academic merit and are distributed among all congressional districts. If a student maintains a "C" average on their studies they can participate in the program for the entire four years of undergraduate study. One annual loan is automatically cancelled for each year the student teaches in an accredited public school in North Carolina. If the student does not teach in North Carolina, the loan must be repaid at six percent annual interest. Application forms may be requested from the Financial Aid Office, High School Guidance Offices, or the

Teacher Recruitment Office
Division of Teacher Recruitment
Department of Public Instruction
116 W. Edenton Street
Raleigh, NC 27603-1712

To be eligible for consideration for the Prospective Teachers Scholarship Loan, applications must be filed with the State Department of Public Instruction no later than March 1.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

PAYMENT PLANS AS A FORM OF ASSISTANCE

Campbell University understands that cash flow or other problems make new and enlightened forms of payment a necessity. With this thought in mind, *Campbell has developed the following technique to assist families in paying for their sons' or daughters' education while at Campbell.*

Regular Payment Plan

Payment is due prior to the beginning of each semester; annual costs are paid in two equal installments. Approximately sixty days prior to due date, families will be sent a statement of charges from which they can compute their cost.

Multiple Payment Plans

This plan allows a family to make up to 9 monthly installments to pay for the yearly cost of room and board. This plan is applicable to all undergraduates and can be used with either the traditional payment or with the financial assistance package. Interest will be charged at the rate of 1% per month on past-due accounts.

Academic Management Services, Inc.

Academic Management Services, Inc., offers a low-cost, flexible system for paying educational expenses out of current income through regularly scheduled payments over a period of 10 months. Academic Management Services, Inc., 1110 Central Avenue, P. O. Box 1000, Pawtucket, Rhode Island 02862-1000 (Phone 1-800-556-6684) will provide full details.

The Tuition Plan, Inc.

The Tuition Plan, Inc., offers parents the opportunity to arrange tuition payments which extend payments beyond forty-eight months and ninety-six months. The Tuition Payment Plan, Inc., Concord, New Hampshire 03301 (phone 1-800-258-3640) will provide full details.

Insured Tuition Plan

The Knight Insurance Agency, 53 Beacon Street, Boston, Massachusetts 02108, provides numerous payment plans for parents to fund their child's education. The Knight Agency will contact all accepted freshmen with details and particulars regarding this plan.

ENDOWED SCHOLARSHIPS

Campbell is most grateful for the financial assistance made availabale to its students each year through its endowed scholarship programs established by its many supporters. Academic major, financial status of family, academic achievement, character, and geographical area of applicant are often factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon the number of returning recipients and earnings available from the invested principals.

*Scholarships footnoted with an asterisk are currently funded. Those not footnoted are not funded but are subject to change at any time.

*Raenelle B. and Claude S. Abernethy Living Endowment Scholarship Trust — The grantors are Claude S. and Raenelle B. Abernethy. To provide scholarships to worthy, needy young men and women who have been accepted to pursue a full-time course of study at Campbell University with first preference being given to those who have been accepted to attend the School of Pharmacy. Second priority shall go to any other eligible undergraduate worthy, needy student.

*The Joseph K. (Joey) Adams Law School Scholarship Trust —The donors are Pearlie Langston Adams and Joseph Kirk Wood Adams. To award scholarships to young men and young women who have been accepted to study law at Campbell University School of Law and who are residents of Harnett County, Johnson County, Wake County, or Sampson County, in that order of preference.

The Gardner H. Altman, Jr. Living Endowment Law Scholarship — The grantor is Gardner H. Altman, Jr. To be awarded to young men and women pursuing a full-time Juris Doctor's degree at Campbell University.

*American Cyanamid Scholarship — The grantor is the American Cyanamid Company. To award one or more scholarships to a student who is a science major with high academic performance and who demonstrates financial need.

Thomas P. Anderson Law Scholarship — The grantor is Thomas P. Anderson. To provide scholarships to men and women who have been accepted to study law at Campbell University.

Norman S. and Frances S. Aycock Scholarship Trust — The grantor is Norman S. and Frances S. Aycock. To provide a scholarship based on academic ability and financial need.

Baker-Davis Memorial Scholarship Trust — The grantor is F. Leary and Joy Baker Davis. To provide scholarships to men and women enrolled at the Campbell University School of Law.

*The Ned B. Ball Endowed Business Scholarship — Founded by Merrill Lynch, Pierce, Fenner, and Smith Incorporated. The student must be enrolled in the Department of Business.

The Mary Lake and Thomas Henry Barge and Elizabeth Lake and Grady Siler Patterson Scholarship Trust — Granted by Walter Shepherd Barge, Sr. and Sarah Patterson Barge. Presented to worthy, needy young men and women accepted to study at Campbell University.

*The Bass Air Conditioning Company, Incorporated Scholarship — Granted by Bass Air Conditioning Company, Incorporated, Mr. Woodrow P. Bass, President; Mr. Louis A. Reaves, Vice-President; and Ms. Barbara D. Bass, Secretary and Treasurer. To award one or more scholarships each year to a student or students indicating academic ability and having financial need.

Bemco Sleep Products, Inc. Scholarship — The grantor is William C. Marshburn, President. To provide scholarships to students who show interest and ability in their academic fields and who show academic ability and financial need.

*The Benson Baptist Church Scholarship — The grantor is the Benson Baptist Church. It is to honor members of the Benson Baptist Church of Benson, North Carolina. Priority of award goes to a student from a family attending Benson Baptist Church, any qualified person from South Johnston High School, or any qualified person in the state of North Carolina, in that order.

The Thomas S. Benton Memorial Fund — The grantor is Erlene Benton. Designated to a deserving student enrolled in studies leading to Christian ministry or Christian education.

*The E. Willard Berry Library Scholarship — The grantor is Edward Lewis Berry. To award one or more scholarships in each year to a student(s) who will major in geology and who have financial need.

*The Helen Sharp and Brantley C. Booe Scholarship Trust — The donor is Helen Sharp Booe. Awarded to direct descendants and relatives of Brantley C. and Helen Sharp Booe, students from Forsythe or Davie Counties, students from North Carolina, or students from states other than North Carolina, in that order.

The Joe Bouldin Scholarship — Preference of award to students with a good scholastic average and financial need in Harnett County.

*The Josephine Harmon Bradley Scholarship — The grantors are the trustees of the Josephine Bradley Sunday School Class of Chalybeate Springs Baptist Church. Presented to juniors and seniors enrolled at Campbell University in the fields of religious education and teaching who are members of Chalybeate Springs Baptist Church, junior and senior Baptist students, or members of the Little River Association, in that order.

J. H. and Mary B. Bradshaw Scholarship Trust — The grantor is the J. H. and Mary B. Bradshaw Estate. To provide scholarships to worthy, needy young men and women to pursue a full-time course of study leading to a Bachelor's Degree or Master's Degree at Campbell University.

The Kate Britt Briggs Scholarship Trust — The grantor is F. K. Briggs, Sr. To award one or more scholarships in each school year to a student indicating academic ability and having financial need.

The Reverend Rufus Allen and Lola Kearney Britt Scholarship — To be awarded to one or more students who demonstrate academic ability and financial need.

*The George Harrison Britton, Sr. Scholarship Trust — The grantor is Mrs. George Harrison Britton, Sr. Awards shall be based on financial need and academic ability. Preference shall be given to students from the First Baptist Church of Dunn, North Carolina.

*The Judge John J. Broderick Memorial Scholarship — The grantors are John J. and Louise Teneyck Broderick. To provide scholarship assistance to a student attending the school of law at Campbell University.

Eric Brodin Award for Academic Excellence by a Soccer-Athlete Scholarship Trust — The grantor is Dr. Eric Bordin. To provide a student athlete who is a member in good social standing with the Campbell University Soccer Team and Student Body with a minimum of three completed semesters at Campbell University with approval of the head soccer coach.

*The George Liston Brown and Annie Laurie Brown Scholarship — The grantor is Annie Laurie Brown. Priority of award is to three individuals recommended by the deacons of the First Baptist Church of Wallace, North Carolina.

*The Kenneth and Mary Mayne Bruton Fine Arts Scholarship — The grantor is Mary Mayne Bruton. Awarded to students who are majoring in music or have a concentration in fine arts and have shown exceptional skill and ability in their chosen major.

*The Bryan-Faircloth Presidential Scholarship Trust — Granted by the Bryan Family Foundation. Order of eligibility is residents of Sampson County, qualified students from any county in Eastern North Carolina, or from any county in North Carolina.

*The Bryan Scholarship Trust — The grantor is the James E. and Mary Z. Bryan Foundation, Incorporated. This scholarship is awarded to bona fide residents of North Carolina.

* The Bryan, Lanie Horton and W. Carroll Scholarship Trust — The grantor is Lanie Horton Bryan. Scholarship awarded each school year to a student indicating academic ability and having financial need.

*Mr. and Mrs. J. Shepard Bryan Memorial Scholarship Trust — The grantors are Robert C. Bryan and J. Shepard Bryan, Jr. The scholarship is awarded to young men and women who have been accepted to study law at Campbell University School of Law.

The Dr. Heath D. and Mary S. Bumgardner Living Endowment Scholarship Trust — The grantor is Dr. Heath D. Bumgardner. To provide scholarships to worthy, needy young men and women.

*The Dr. and Mrs. A. R. Burkot Living Endowment Scholarship Fund — Awarded to a student indicating academic ability and having financial need.

Sue W. And Leon M. Burgess International Student Scholarship Fund — The grantors are Leon M. and Sue W. Burgess. To provide scholarships to worthy international students who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree at Campbell University based on character, ability, and financial need.

Dr. Charles William and Jeanette P. Byrd Living Endowment Scholarship Trust — The grantors are Dr. Charles William Byrd and Jeanette P. Byrd. To provide scholarships to worthy, needy young

men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree.

*The Ruby Bailey Byrd Scholarship — Preference of award to any descendant of Lennon Byrd, Minnie Cox Byrd, or Bessie Cox Byrd. Next order of preference to the children of W. Tom and Sybil Oliver Jenrette, Willie Mac and Pansy Oliver, Hix and Nellie Temple Hill, Burwell and Katy Hill Temple, or Mr. and Mrs. T.C. Parham, or any deserving student, in that order.

*Major Sam and Ruby Bailey Byrd Memorial Scholarship Trust — The grantor is Major Sam Byrd. To provide a scholarship to any qualified individual(s) who are students attending Campbell University.

*The Major Sam Byrd Trust Education Scholarship — The grantor is Sam Byrd. To provide scholarships to a student enrolled in the Trust Education Department of Campbell University.

*Major Sam Byrd Law School Scholarship — The grantor is Sam Byrd. To provide scholastic assistance to a student attending the school of law.

*Satie Patterson Byrd and William Edgerton Byrd and Alda O'Quinn Byrd and Junious William Byrd, Jr. Living Endowment Scholarship Trust — The grantor is William Edgerton Byrd. To provide scholarship to an eligible, needy, worthy male ministerial student attending Campbell University.

C and D Insurance Service, Incorporated Scholarship Trust — Awarded to a student enrolled in Campbell University School of Law with priority to students from the Angier area of Harnett, Johnston, and Wake Counties of North Carolina, any other worthy or needy student from Harnett, Johnston, or Wake Counties of North Carolina, then to any worthy and needy students of North Carolina, in that order.

*The Bonnie Calvert Memorial Scholarship — The grantor is Margaret L. Giesbrecht. The award will be made to a rising sophomore or a rising junior majoring in education with recommendations from the Department of Education and Psychology. The recipient shall have a minimum 2.5 GPA.

The Gladys Baars Campbell Scholarship — The grantor is Gladys Baars Campbell. To provide scholarships to worthy, needy young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree at Campbell University.

Leslie Hartwell and Ora Green Campbell — The grantor is The Leslie Hartwell Campbell Family. To provide scholarship to a student showing academic ability and financial need.

*The Campbell University Board of Ministers Scholarship — Awarded to an established, bona fide resident of North Carolina who has answered the call to the gospel ministry.

The Campbell University Mathematics Department Scholarship Award — The grantor is the Mathematics Department Scholarship Committee. Awarded by the Scholarship Committee and the Chairman of the Mathematics Department to a student who displays aptitude and potential in the field of mathematics.

The Campbell University Tartan Club — Students are recommended for the award by the Campbell University Tartan Club.

*The Verda Harris and A. Hartwell Campbell Endowed Scholarship — The grantor is Verda Harris Campbell and A. Hartwell Campbell. To provide scholarship to students of the School of Pharmacy showing academic ability and financial need.

*The John Miller Cansler Scholarship Trust — Awarded to needy young men and women pursuing full-time course which leads to a Bachelor's or Master's degree.

*The John Miller Cansler Handicapped Scholarship — Awarded to students pursuing full-time course leading to a Bachelor's or Master's degree.

The Carolina Bank Scholarship — The grantor is the Carolina Bank. Awarded to a student enrolled in Campbell University or to a student attending Central Carolina Technical College who wishes to transfer to Campbell University's main campus in order to complete the requirements for a baccalaureate degree.

*The Ruth Carter Memorial Scholarship Fund — The student must be a ministerial student engaged in course study and preparation for the ministry.

*The Joan S. Cave and Joseph Daniel Cave, Sr. Living Endowment Scholarship Trust — The grantor is Joseph Daniel Cave, Sr. and Joan S. Cave. Awarded to needy young men and women who are natives of North Carolina and are of Christian faith.

The Center Baptist Church Scholarship Fund of the Center Baptist Church of Wade, North Carolina — The grantors are the trustees of the Center Baptist Church of Wade, North Carolina. The award will be presented to a member of a family attending Center Baptist

Church or any qualified person from the New South River Baptist Association, in that order.

The Nelle Rives Cheek Music Scholarship Fund — The donor is Nelle Rives Cheek. To provide scholarships for young men and women who are pursuing a course of study in the field of music.

The Chicopee Computer Science Scholarship — The grantor is Chicopee Manufacturing Company, a Johnson & Johnson company of Benson, North Carolina. To provide scholarships for fourth year students pursuing a degree in Data Processing.

The Carolyn Clark Memorial Scholarship Fund — The Grantor is Albert E. Clark. It is a scholarship presented to a female student who manifests an interest and ability in the field of religion or public service, in that order.

*The Crawford Rogers Coates Memorial Scholarship Trust — The grantors are Frances R. Coats, James R. Coats, and Taylor Bott Rogers (Mrs. Crawford S. Rogers). Awarded to a junior or senior student at Campbell University who has declared his major program of study to be history and who demonstrates academic ability and financial need.

James R. Coates and Edna H. Christian Scholarship — The grantor is James R. Coates. To provide scholarships to students enrolled in a course of study in the Department of Religion and who are pursuing a degree granted by or through said Department of Religion.

The Iley Inscoe Crawley Memorial Scholarship — Awarded to a student who is a member of the Bear Swamp Baptist Church or a resident of Halifax County, in that order.

*The Andy Creed Scholarship Trust — The grantors are Mr. and Mrs. A.B. Creed. Awarded to a male student whose interest and ability lies in the field of history or religion.

*The Herbert Stanley Croft Memorial Trust Education Scholarship — The donor is Bee Wright Croft. Priority of award is to a student enrolled in the Trust Education program. The student must be a second semester sophomore and have a minimum overall 3.0 GPA.

Edna E. Danner Living Endowment Scholarship Trust — The grantor is Miss Edna E. Danner. To provide a scholarship to eligible, needy, worthy young men and women from Catawba County, North Carolina pursuing a degree in the field of education or to any eligible, needy, worthy student enrolled at Campbell University pursuing a degree in education, in that order.

*The Edna E. Danner School of Pharmacy Scholarship Trust — The grantor is Miss Edna E. Danner. To provide a scholarship to be given to eligible, needy, students from Catawba County, North Carolina attending the School of Pharmacy or to any eligible, needy, worthy, student enrolled in the School of Pharmacy, in that order.

*The Danner Family Scholarship — The grantors are the Reverend and Mrs. George D. Danner. The recipient must be a religion major, and the Danner's grandchildren, Crystal and Todd Danner, are to be given first consideration.

Mae I. Danner Living Endowment Scholarship Trust — The grantor is Miss Mae I. Danner. To provide scholarship to eligible, needy, worthy young men and women from Catawba County, North Carolina pursuing a degree in the field of education or to any eligible, needy, worthy student enrolled at Campbell University pursuing a degree in education, in that order.

*Mae I. Danner School of Pharmacy Scholarship Trust — The grantor is Miss Mae I. Danner. To provide a scholarship to be given to eligible, needy students from Catawba County, North Carolina attending the School of Pharmacy or to any eligible, needy, worthy student enrolled in the School of Pharmacy, in that order.

Susie A. Danner Living Endowment Scholarship Trust — The grantor is Miss Susie A. Danner. To provide scholarship to eligible, needy, worthy young men and women from Catawba County, North Carolina pursuing a degree in the field of education or to any eligible, needy, worthy student enrolled at Campbell University pursuing a degree in education, in that order.

*Susie A. Danner School of Pharmacy Scholarship Trust — The grantor is Miss Susie A. Danner. To provide scholarship to be given to eligible, needy students who are from Catawba County, North Carolina attending School of Pharmacy or to full-time students in a course of study for a Bachelor's or Master's degree who are needy.

*F. Leary Davis, Jr. Scholarship Fund (LAW) — The grantor is Alice Sneed West Foundation. To provide scholarship for students who have completed at least one semester of law studies. Recipients must have a scholastic average of 75 or above and shall be chosen by the School of Law Scholarship Committee.

*The Hargrove B. Davis Golf Scholarship — The grantors are S. Paul Bryant and Joseph B. Wynns, Jr. The award is presented to a student attending Campbell University demonstrating exceptional skill and proficiency in golf.

*The Dicy Scott Deans Scholarship Trust — The grantor is Minnie Deans Lamm. To provide scholarship for eligible, needy, worthy young men and women from Wilson County, North Carolina. Second priority shall be given to any other eligible student who is enrolled at Campbell University.

*The Joseph Franklin Deans Scholarship Trust — The grantor is Minnie Deams Lamm. To provide scholarship for students from Wilson County, North Carolina showing academic ability and having financial need.

The Dr. Luther Randolph Doffermyre Living Endowment Scholarship Trust — The grantor is Dr. Luther Randolph Doffermyre, Jr. To provide scholarships to worthy, needy young men and women.

*The Everette Lassiter Doffermyre Memorial Scholarship Trust — To provide scholarships to young men and women who have been accepted to study law at the Campbell University School of Law.

The Dr. Luther Randolph Doffermyre Living Endowment Scholarship Trust — The grantor is Dr. Luther R. Doffermyre. Awarded to worthy, needy young men and women who have been accepted to study law at the Campbell University School of Law.

The Donald L. Dotson Scholarship — The grantor is Dan Heldman. To provide scholarship to be awarded to a Business Administration or Law (including Pre-Law) student. The recipient is to be recommended by a selection committee from the Lundy-Fetterman School of Business.

The Sarah Gray and Virgil Ennis Duncan Memorial Scholarship Trust — To be awarded with first preference to students from Franklin County who demonstrate academic ability and financial need.

The Franklin T. Dupree, Sr. and Elizabeth Wells Duncan Memorial Scholarship Trust — The grantor is Franklin T. Dupree, Jr. To provide scholarship to men and women who have been accepted to study law at Campbell University School of Law.

The Robert A. Dyer Law Scholarship — The grantor is R. Steve Bowden. To award one or more scholarships in each year to a law student(s) indicating academic ability and having financial need.

Gertrude Chandler and Walter L. Eakes Living Endowment Scholarship Trust — The grantor is Walter L. and Gertrude Chandler Eakes. To provide scholarship to worthy, needy young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree and who are

from Durham County, North Carolina. Second priority shall go to any other eligible student.

*Charles Taylor Edgerton and Moretta Davis Edgerton Endowed Scholarship Trust — The grantor is Charles Taylor Edgerton and Moretta Davis Edgerton. To provide a scholarship to be awarded to eligible, needy, worthy students who are attending full-time and studying toward a Bachelor's or Master's degree.

Margaret D. Edwards and Ryland P. Edwards Living Endowment Scholarship Trust — The grantor is Ryland P. Edwards. To provide scholarship to be awarded to needy, worthy, young men and women who have been accepted to and are pursuing a full-time course of study at Campbell University.

*The Elizabethtown Baptist Church Scholarship Trust — To grant a scholarship to a member of the church, a Baptist student who is a member of the Bladen Baptist Association, a Baptist student from North Carolina, or any worthy Baptist student.

*The Lucille Lawrence Ellis Law School Scholarship Trust — Awarded to a student indicating academic ability, having financial need, and promising future usefulness in his community.

*The Lucille Lawrence and Waylon Scott Ellis Scholarship Trust — The grantor is Lucille Lawrence Ellis.

Ernst and Whinney Accounting Scholarship — The grantors are Ernst and Whinney and partners of same of Raleigh, North Carolina. To provide scholarships to worthy, needy young men and women who are pursuing a degree in the field of accounting.

*The James L. Faison Memorial Scholarship — Awarded to a student indicating academic ability, having financial need, and having an interest in a business career at Campbell University.

The Howard Q. and Mescal S. Ferguson Scholarship Loan Fund — The grantor is Howard Q. Ferguson. To award scholarships to a student or students evidencing academic ability and having financial need.

The Sara Gehman Fisher Scholarship — The grantor is Dr. Ben C. Fisher. To provide scholarships to worthy students in the field of Teacher Education.

Carl and Virginia Fitchett Memorial Scholarship — The grantors are Robert and Hope Fitchett Hall. To provide scholarships for worthy, needy students who might not otherwise be able to complete their educations except for this award.

*The Fitchett Memorial Scholarship Trust — The grantors are Robert and Hope Fitchett Hall. Award of scholarship given to a worthy student with average grades.

The A. J. Fletcher Educational and Opera Foundation Music Scholarship — The grantor is The A. J. Fletcher Educational and Opera Foundation. To provide scholarship for students pursuing degrees in the field of Music.

The Ellen Barnes Floyd Scholarship Trust — Awarded to members of the baseball team who have executed scholarship ability, maturity, and leadership, and who through desire and sportsmanship have represented Campbell University in its athletic programs on and off the field; students representing Campbell in any of its sports programs; or any worthy student, in that order.

*The Macie Reagan Freeze Memorial Scholarship Trust — The grantors are Jack R. Harris and T.C. Homesley, Jr. To provide scholarships to young men and women accepted to study law at the Campbell University School of Law.

*The Austre Cavazos Gass and Walter Conrad Gass Social Science Scholarship — The donor is Austre Cavazos Gass. To award the scholarship to a student majoring in social science who has given indications of academic ability and financial need.

*The T. Harry Gatton Trust Scholarship Fund — The grantors are the Board of Trustees of Campbell University, the Trust Education Foundation of Campbell University, and the Southeastern Trust School. To be awarded to students having academic potential and financial need who have expressed an interest in the Trust Management program and plan a trust career.

The Leland J. and Margaret Stewart Gier Biology Scholarship — The grantors are Dr. Leland J. Gier and Margaret Stewart Gier. To provide scholarships for students majoring in Biology.

*The Ara Elmira J. Gilchrist Scholarship Fund — The grantor is Ara Elmira Gilchrist. To award financial assistance for needy and worthy young men and women who are dedicating themselves to preach the gospel of Christ and who are majoring in religion at Campbell or who are Christians entering the teaching professon will be considered, in that order.

*The Betty Byrd Green Music Scholarship Trust — The grantors are Mary G. Johnson, Paul E. Green, Dan H. Green, Gladys G. Sylvester, Cara Mae G. Couch, and Erma G. Gold. To be awarded to a student

enrolled in Campbell University who displays ability and potential in the field of music.

The Gregg, Ruby Badgett and G. Edward Scholarship Trust — The grantor is Ruby B. Gregg. To award scholarships to worthy, needy young men and women accepted to study at Campbell University.

The Albert Cicero Greene and Aliene Swinson Greene Scholarship Trust — The grantor is Mrs. Aliene Swinson Greene. To award needy young men and women accepted to pursue a full-time course of study leading toward a law degree at Campbell University.

*The Grubb Family Scholarship — The donors are Donald H. and Jean F. Grubb. Awarded to a student interested in the field of business.

G. Fred Hale Memorial Pharmacy Scholarship — The grantor is G. Fred Hale. To provide scholarships to students pursuing a course of study in the School of Pharmacy.

Romulus F. and Bessie S. Hall Memorial Fund for the Department of Religion — The grantors are Dr. Hugh L. McKinney, Edith H. McKinney, and Elaine M. Lennon. To award scholarships to religion majors in their third or fourth year of study who have made a conscientious decision concerning their Christian vocational plans.

*The Valera Justice Hall and Stacy Buckner Hall Living Endowment Scholarship — The grantors are Hope Fitchett Hall and Robert Buckner Hall. To award scholarships in the order of preference to students of the Campbell University School of Law, graduate students, or undergraduate students.

*The Eula Green and Rufus Benton Harmon Scholarship — An undergraduate scholarship awarded to students from the Coats, North Carolina area; Harnett County, North Carolina; or any North Carolina applicant, in that order.

The Robert Clare Harris Scholarship Trust — The grantor is Robert Clare Harris. To provide a scholarship(s) with first priority to an eligible, needy, worthy young student(s) accepted or enrolled at Campbell University who is a member(s) of the wrestling team; second priority goes to any other eligible, needy, worthy student enrolled or accepted at Campbell University pursuing a degree in physical education.

*The Hartness, Blanton A. and Mamie Elizabeth Hunter Scholarship Trust — The grantor is Blanton A. Hartness of Sanford, North Carolina. Awarded exclusively to young men and women who have been accepted to study law at Campbell University.

*The Hatley, J. Paul and Bettie Herndon Scholarship Fund — Awarded to all qualified applicants from North Carolina and then all other qualified applicants.

The Mary Evelyn Andrews Haynes and James Franklin Haynes Scholarship Trust — The grantors are James Franklin Haynes and Mary Evelyn Andrews Haynes. To provide a scholarship to a ministerial student who has a financial need.

The Kathryn M. and David L. Heinzman Scholarship Trust — The grantors are Kathryn M. and David L. Heinzman. To provide scholarships to worthy young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's degree with a major in Sacred Music at Campbell University.

*The Juanita S. and Howard T. Hight Living Endowment Scholarship Trust — The grantor is Juanita Stewart Hight. Awarded to students pursuing a Bachelor's or Master's degree who are residents of Harnett County, North Carolina and of Christian faith, or natives of North Carolina residing in North Carolina who are of Christian faith, in that order.

Nannie Hancock Hilliard and Dorothy Byrd Hilliard Educational Endowed Scholarship — The grantor is Nannie Hancock Hilliard. To provide scholarship to a ministerial student or students indicating academic ability and having financial need.

*The Charles B. Howard and Alma D. Howard Scholarship Trust — The grantor is the Howard Memorial Christian Education Funds, Incorporated. Used exclusively to provide scholarships for Harnett County residents who have graduated from high school and for nonresidents of Harnett County who have graduated from a high school located in Harnett County.

*The John Stewart and Mary Cox Howard Scholarship Trust — The grantor is the Howard Memorial Christian Education Fund, Incorporated. Award limited to young men and women exclusively from Sampson County (residents) and for non-residents of Sampson County who have graduated from a high school located within Sampson County.

The Hoyle, Annie Canipe and Durham Memorial Scholarship Trust — The grantors are the Reverend James Baxter Sides, Anita Hoyle Sides, and James Christophe Sides. Awarded to a ministerial student who has financial need.

Ronald Hyatt — Awarded to a student from Latta, South Carolina; from Dillon County, South Carolina; from Knollwood Baptist Church, Winston-Salem, North Carolina; University Baptist Church, Chapel Hill, North Carolina; or a former North Carolina Advancement School student, in that order.

*The Jackson-Delta Theta Phi Law Scholarship Trust — The grantor is the Robert C. Bryan Senate of the Delta Theta Phi Law Fraternity. Awarded to students attending the Campbell University School of Law, who are national members of the Delta Theta Phi Law Fraternity, and members of the Bryan Senate.

*The Evander Washington and Mina West Jackson Scholarship Trust — Awarded to students with a "B" average with priority to members of the Jackson family, members of Concord Baptist Church, and residents of Cumberland County.

*The Sue Weddle Jenkins-B.W. Memorial Scholarship Fund — Awarded to students demonstrating academic ability and financial need with first preference to students demonstrating an active interest in business.

*The Robert Surles and Mattie McPherson Jernigan Scholarship — Awarded to students having demonstrated scholastic ability and financial need.

*Alma Grey Phelps and Finley R. Johnson and Ruth Johnson Living Endowed Scholarship — The grantor is Finley R. Johnson. To provide scholarship to students enrolled in a full-time course of study who are pursuing a Bachelor's or Master's degree and who are residents of Bertie County, North Carolina or to any other eligible, needy, worthy student, in that order.

*The Alton Glenn and Mary Green Johnson Fine Arts Scholarship Fund — The grantors are Charles W. and Betty J. Cheek. Awarded to a student pursuing a course of study in one or more of the fine arts at Campbell University.

*The Ester Holder and Paul Johnson Music Scholarship Trust — The grantor is Mrs. Ester Holder Johnson. To provide scholarship to worthy, needy, young men and women pursuing a full-time course of study in Music. First priority is to a graduate of Wester High School and second priority is to a graduate of Harnett Central High School.

*The Dr. Ralph Johnson Scholarship — Preference given to students from Harnett and Johnston Counties.

*The Frances B. and Berles C. Johnson — Awarded to a worthy student indicating academic ability and having financial need.

The Johnson, Mildred Horner and E. Weldon Scholarship Trust — First consideration for the award goes to young men and women who have been accepted by the school of law.

*The Rufus Warren Johnson — The grantors are Mt. Pisgah Baptist Church of Fayetteville, North Carolina and Rufus S. and Jean Sewell Johnson. Priority of award goes to high school graduates from Grey's Creek Community of Cumberland County, North Carolina; next, to a qualified graduate from one or more of the Baptist Children Homes of North Carolina.

The Starr Johnson Scholarship

The Teresa and Ulrich Jones Memorial Scholarship — The grantors are Thomas Lee Jones and Louise Rice Jones. Priority of award given to nieces and nephews or other relatives and direct descendants of grantors. If no relatives qualify, then the award may be given to any qualified student having academic ability and financial need.

*The Ray M. and Ruby Baity Joyner Educational Endowed Scholarship grantor is Mr. Ray M. Joyner. To be awarded to students indicating academic ability and having financial need.

*Keith, Grace B. and Frederick R. Living Endowment Scholarship grantor is Frederick Rulfs Keith. To be used exclusively to provide scholarships to worthy, needy young men and women who are being accepted to the Campbell University School of Law.

*King Roofing and Manufacturing Corporation of Sanford Scholarship. To be based on academic ability, financial need, or promise of usefulness with preference to employees, members of the immediate family of King Roofing and Manufacturing Corporation, or residents of Sanford, NC, in that order.

Koonce Scholarship Trust grantors are the children of Mr. and Mrs. Calvin L. Koonce, Sr. To be based on financial need and athletic ability.

*Lake Student Constitutional Scholarship — Grantor is I. Beverly Lake, Sr. To be used to fund an annual award to student in the School of Law at Campbell University who demonstrates exemplary achievement in the field of Constitutional Law.

*Floyd Lee Lamm and Minnie Deans Lamm Scholarship — The grantor is Minnie Deans Lamm. To provide scholarship to eligible,

needy, worthy young men and women from Wilson County, north Carolina. Second priority to any eligible student.

*Thomas Theron Lanier Memorial Scholarship Trust — Grantor is Thomas T. Lanier. To provide scholarships to young men and women selected to study at the Campbell School of Law.

The Paul G. Laughter, Jr. Endowed Scholarship Trust — The grantor is Julia Laughter Smith. To provide scholarships to worthy young men and women who have been accepted to pursue a full-time course of study at Campbell University with first preference being given to those qualified applicants who are members of Mrs. Julia Smith's family.

*Layton Memorial Scholarship. To be awarded to students with preference given to students coming from Harnett County, if available.

*Louis L. and Golda M. Levinson, Sr., and L. Lavelle Levinson, Jr. and Ann M. Levinson Living Endowment Scholarship Trust grantors are L. Lavelle Levinson, Jr. and his wife, Ann M. Levinson. To help worthy, needy young men and women with their tuition costs.

The Alonzo Templeman Lewis and Nellie Harrington Lewis Scholarship — The Grantor is Jane T. Lewis. To award a scholarship with priority to the student with the highest academic average from Hobbton High School; next to a student from Sampson County and then Moore County.

Richard S. Lord Law School Scholarship — The grantor is The Alice Sneed West Foundation. To provide scholarships to rising second year students at the Campbell University School of Law who are members in good standing of the Robert C. Bryan Senate of Delta Theta Phi or its successor.

*Mamie Victoria Luther Scholarship. To be awarded to young men and women who have financial need.

The Ella Mae Clark Maness Ministerial Scholarship — The grantor is Ella Mae Clark Maness. To provide scholarships for ministerial students, with first priority given to students majoring in ministry who are residents of Montgomery County.

*The Press and Helen Ann Maravich Athletic Scholarship grantor is Press Maravich. To be awarded to a female student who shows exceptional skill and ability in athletics with particular interest in the area of basketball. The student must show financial need.

*Marshbanks Scholarship Fund. Nominations for the award of this scholarship are based on need and academic ability.

Campbell College Mathematics Department Scholarship — The grantors are the Mathematics Department Scholarship Committee of Campbell College. To provide scholarships for students who display aptitude and potential in the field of Mathematics.

Pearle K. and Fred McCall, Jr., H.E.L.P. Scholarship Trust Fund grantors are Fred McCall, Jr. and Pearle K. McCall. To be awarded to students based on pursuit of full-time course of study leading to a Bachelor's or Master's degree.

Wilma L. McCurdy Scholarship. To be awarded to resident of North Carolina; preference should be given to students from Stanly County, North Carolina.

*Robert Allen McIntyre, Jr. Scholarship grantors are Sara McIntyre Bahner and T. Maxfield Bahner. To award a scholarship with first preference being to a resident of Lumberton, North Carolina, second preference to a resident of Robeson County.

The Richard Warren McKinney Journalism Scholarship — The grantors are Dr. Hugh L. McKinney, Edith H. McKinney and Elaine McKinney Lennon. To provide scholarships for worthy, needy, young men and women who have been accepted to pursue a full-time course of study in the field of Journalism leading toward a Bachelor's degree.

Brenda Elaine McLaurin Trust grantor is Willie Mae McLaurin Green. To award student who manifests an interest and ability in physical education or biology.

*The Archie W. McLean Mid-South Bank and Trust Company Scholarship Trust grantors are Mid-State Bank and Trust Company, Mr. Joseph L. Wallace, Jr.; and Mr. Cecil W. Sewell, Jr. To be awarded to resident of one of the counties served by a branch of Mid-South Bank and Trust.

John Alan McLeod, Jr., Journalism Scholarship. To be awarded to a student or students enrolled at Campbell University displaying ability and potential in the field of journalism.

The Janice Daniles and Clifford Russell Miller Scholarship donors are Hilda Smith Cameron and Dwight Kim Johnson. To be awarded to students expressing an interest in the Trust Program.

*The John Robert Mitchell Memorial Scholarship Trust donors are Carlton T. and Miriam Mitchell. To award student indicating academic ability and financial need.

*Pauline C. Moore and Judson Moore Living Endowment Scholarship Trust — The grantors are Judson Moore and Pauline C. Moore. To provide scholarships to worthy, needy young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree or a degree in the Pastorial or Religious education field.

Edith C. and Raymond L. Mulkey, Jr., Living Endowment Scholarship grantor is Raymond L. Mulkey, Jr. To give priority to a student pursuing a full-time course of study in the School of Business, second priority to a student enrolled at Campbell University.

Doris Peel Myrick and Ray L. Myrick Business Scholarship Fund — The grantors are Ray L. Myrick and Doris P. Myrick. To provide scholarships for students who are pursuing degrees in the field of business. Secondly to be awarded to students accepted for full-time study leading toward a Bachelor's or Master's degree.

The North Carolina Sheriffs' Association Undergraduate Criminal Justice Scholarship grantor is the NC Sheriff's Association. To show preference to resident of North Carolina who is the son/daughter of law enforcement officer killed in the line of duty. Award based on need, academic achievement and being the son/daughter of a Sheriff or Deputy Sheriff who is deceased, retired or currently active in NC law enforcement. To be awarded to any criminal justice major who is a resident of North Carolina.

Lundie Calvin Ogburn and Mamie Avery Byrd Trust — The grantor is Lundie Calvin Ogburn. To provide scholarship to students indicating academic ability and financial need.

*Olive-Pearson Fund donor is the will of Eugene Irving Olive. To be based on character, need and promise of future helpfulness.

*Dorothea Van Deusen Opdyke Scholarship. To be awarded to show preference to a Baptist student and a resident of the mountain area.

*The George Washington O'Quinn and Mary Patterson O'Quinn Memorial Scholarship donor is Lola O'Quinn. To provide priority of award to a bonafide resident of Harnett County who has graduated from Western Harnett High School or to be awarded to a bonafide resident of Harnett County who graduated from high school in Harnett County, in that order.

Milum Oswell Owens, Jr. Scholarship Trust — The grantor is Milum Oswell Owens, Jr. To provide scholarship to eligible, needy, worthy, young men and women who are members of the Gaston Baptist Association, Gastonia, North Carolina pursuing a degree in the field

of religious training. Second priority shall go to any eligible, needy, worthy student pursuing a full-time course of study leading toward a Bachelor's degree.

*The Theresa Lela and Lillie Page Memorial Scholarship. To be awarded to a student based on academic ability and financial need.

The C. Gilmer and Jean Cash Parrish Scholarship grantors are C. Gilmer Parrish and Jean Cash Parrish. To provide scholarships to young men and women who are law graduates or undergraduates, in that order.

*Mary Paschal Scholarship. To be awarded with the following priorities: Christian students from Siler City, Sanford, Chatham County, Buncombe County, North Carolina, or anywhere in the United States, in that order, majoring in education, religion, social sciences, trust management, or law, in that order.

*The Winston and Winnie Pearce Scholarship Trust donors are J. Winston and Winnie R. Pearce. To be awarded with preference to lineal descendants of J. Winston and Winnie R. Pearce.

The Addie White Peedin Scholarship Trust donor is Mrs. Addie White Peedin. To award scholarship with preference to members of First Baptist Church, Smithfield, North Carolina or students from Johnston County, in that order.

*D. Russell and Gertrude M. Perry Memorial Scholarship Trust grantors are D. Russell and Gertrude M. Perry. Priority of award to students demonstrating academic ability and financial aid and enrolled in the School of Law.

*The Diffie Cummings and Martha Speas Phillips Endowed Scholarship. Priority of award to student in School of Law having need and scholastic ability.

*Saluda and Orren David Poe Scholarship Fund grantor is Orren David Poe, Sr. To be awarded to student in Department of Education having academic potential and financial need.

*Tina Walker and William Henry Poole, Sr., Scholarship Trust. Priority of award to students having received a calling to the Christian ministry and who are members of the Baptist denomination.

*Popes Family Center Business Scholarship grantor is William R. Pope, President. Priority of award to a student who might not otherwise be able to complete his education except for this award.

Martha Jones Pratt and Lindsey Page Pratt Living Endowment Scholarship Trust — The grantor is Lindsey Page Pratt and Martha Jones Pratt. To provide scholarship for needy young men and women who have been accepted to pursue a Bachelor's or Master's degree at Campbell University.

The Harry Hymrick Prince Scholarship grantor is Mrs. Ruth Prince. Priority of award to ministerial students or students indicating ability and having financial need.

The Stephen White Prince Scholarship donor is Mrs. Ruth Prince. Priority of award to ministerial student(s) indicating academic ability and having financial need.

The Joseph Riley and Ruby Edwards Puckett Help Memorial Scholarship donors are Reverend Joseph Riley Puckett and wife Ruby Edwards Puckett. Priority of award to a male ministerial student indicating academic ability and having financial need, who is a resident of Johnston County, or resident of Harnett County, in that order.

*Ruth Blue Purser and Roy Matheny Purser, Sr. Living Endowment Scholarship Trust grantor is Ruth Blue Purser. Priority of award to needy, worthy, young men and women.

*Peggy Haynie and P.C. Purvis Living Endowment Scholarship Trust donors are Dr. P.C. Purvis and wife Peggy Haynie Purvis. Priority of award to eligible grandchildren of Dr. and Mrs. P.C. Purvis and/or to the eligible descendants of Dr. and Mrs. P.C. Purvis, members of First Baptist Church of Fairmont, North Carolina, or residents of Robeson county, in that order.

*The Lloyd Bryan Respass Memorial Scholarship Trust grantors are Lloyd P. Respass and wife, Verna Bryan Respass. Priority of award to high school students enrolling at Campbell University who are relatives of Lloyd P. Respass and Verna Bryan Respass. Second priority should be given to students who are graduates of White Oak High School, or Onslow County, North Carolina, in that order.

*The Eunice Borders and Clyde J. Rhyne Scholarship Trust grantor is Mr. Clyde J. Rhyne. To provide scholarship to worthy, needy young men accepted to Campbell University.

The Ruth Jordan and John L. Richards Scholarship Loan Fund grantor is Ruth Jordan Richards. Priority of award to students who reside in Franklin County and/or Wake County who are relatives of Ruth Jordan Richards and John L. Richards. Second priority to any

qualified student having academic ability and indicating financial need.

Kenneth R. Ripley Endowed Scholarship — The grantor is Charles W. and Carolyn R. Ripley. To provide scholarship to worthy, young men and women who have been accepted to pursue a full-time course of study leading toward a degree at Campbell University.

The Kenneth R. Ripley Endowed Scholarship Trust Scholarship — The grantors are Charles W. and Carolyn E. Ripley. To provide scholarships to worthy young men and women who have been accepted to pursue a full-time course of study leading toward a degree at Campbell University.

Dr. Clarence Eugene and Ann J. Roberts Living Endowment Scholarship Trust — The grantors are Dr. Clarence Eugene Roberts and Ann J. Roberts. To provide scholarships to worthy, needy young men and women who have been accepted to pursue a full-time course of study leading toward Bachelor's or Master's degree.

Mack Roberts Evangelistic Association Scholarship grantor is Mack Roberts Evangelistic Association, Incorporated. Priority of award to married, ministerial students from Cumberland County or Bladen County, in that order.

*Rozar Scholarship Trust. Priority of award to Pre-Law, Business Law, or Business Administration students, in that order.

*Ellen Amanda Rumley Memorial Scholarship Fund grantors are Howard and Meschal Ferquson. To be awarded to student indicating academic ability and having financial need.

The Ernest Paschal Sauls Student Endowed Scholarship Fund donor is Ernest Paschal Sauls. To be awarded to a student indicating good academic ability and having financial need.

B. C. Scott Memorial Scholarship Fund — The grantor is Mamie Mabry Scott. To award scholarships to worthy, needy, young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree. The awards are to be made through the Campbell University H.E.L.P. program.

*Chloe Avery and George Thomas Scott Scholarship. Priority of award to a niece or nephew of Mrs. Scott, a resident of Live Oak Community, or a Johnston County resident, in that order.

*James M. and Alice Pruitt Shouse Scholarship. Priority of award to students of Forsyth County, North Carolina, the Piedmont region of North Carolina, or any North Carolina student, in that order.

Elgie Lee May Small Living Endowment Scholarship Trust — The grantor is Lonnie Dalton Small. To provide scholarships to worthy, needy, young men and women who have been accepted to study courses on a full-time basis leading toward an undergraduate degree at Campbell University.

Elgie Lee May Small and Lonnie Dalton Small Living Endowment School of Pharmacy Scholarship grantors are Elgie Lee May Small and Lonnie Dalton Small. To award students who have been accepted to pursue a full-time course of study leading toward a degree in pharmacy at Campbell University.

*Elgie Lee May Small and Lonnie Dalton Small Living Endowment Scholarship Trust grantors are Elgie Lee May Small and Lonnie Dalton Small. Priority of award to Law School students, graduate students, or undergraduate students, in that order.

Kathy C. Small and John Calvin Small Living Endowment Scholarship Trust grantors are John Calvin and Kathy C. Small. To be awarded to a student demonstrating need who has been accepted to Campbell University.

Martha Kathryn May Small and Woodrow Wilson Small Living Endowment Scholarship Trust — The grantors are Martha Kathryn May Small and Woodrow Wilson Small. To provide scholarships to worthy, needy young men and women who have been accepted to study law at the Campbell University School of Law.

*Maxcey Dalton and Lillian Davis Small Scholarship Trust. Priority of award to a student from Columbus County or any student with ability, in that order.

Ruth C. Small and Willard D. Small Living Endowment Scholarship Trust grantors are Willard Davis Small and Ruth Cribbs Small. To be awarded to worthy, needy, young men and women.

*Thomas J. and Adeline Keith Smith Living Endowment Scholarship grantors are Thomas J. Smith and Adeline Keith Smith Living Endowment Scholarship. Priority of award to students who are residents of Robeson, Bladen, Cumberland, Harnett or Sampson Counties, in that order.

Loreen M. and David C. Smith Living Endowment Scholarship Trust — The grantor is Mrs. Loreen M. Smith. To provide scholarships to worthy, needy, young men and women who have been accepted to study courses on a full-time basis leading toward an undergraduate degree at Campbell University.

*Willie Mae and A. Clay Smith Scholarship. Priority of award to students from Kernersville, North Carolina, area of Forsyth and Guilford Counties who express an interest in pursuing nursing or medicine as a career, or to other students, in that order.

Donald Wright Sneeden Scholarship Trust — The grantor is Donald W. Sneeden and Mary Scott Sneeden. To provide scholarship to worthy, needy young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree.

Mary Scott Sneeden Scholarship Trust — The grantors are Donald W. Sneeden and Mary Scott Sneeden. To provide scholarships to worthy, needy young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree.

*Myrtle Norris and Robert C. Soles Living Endowment Scholarship Trust grantors are Myrtle Norris and Robert C. Soles. Priority of award to young men and women from Columbus County, North Carolina. Second priority to eligible students enrolled in Campbell University.

*South Carolina Foundation of Independent Colleges. Priority of award to aid students from South Carolina, then to students from any state, in that order.

*Southeastern Trust School Trust Management Scholarship — The grantor is Thomas H. Folwell, Jr. To provide scholarship for needy young men and women who are undergraduate Trust Management Majors studying in the Lundy-Fetterman School of Business.

Stanadyne Scholarship — The grantor is Stanadyne, Inc. To provide scholarship to children or spouses of current employees of Stanadyne, Inc. who are pursuing a degree in the fields of business or engineering. Second priority goes to full-time students who are pursuing a post-graduate or Bachelor's degree.

*Alford Pope Stephens and Mary Stephens Stephens Living Endowment Scholarship Trust grantor is Mrs. Mary Stephens Stephens. Priority of award to students pursuing Bachelor's degrees in church music or Christian education and residents of Robeson County, in that order.

*Elise M. K. Stephenson Memorial Scholarship Fund. To be awarded to a student in financial need.

*The Grace and Gilbert Thomas Stephenson Scholarship Fund. To award a student having academic potential and financial need. Priority shown to students who have expressed an interest in the undergraduate Trust Education Program at Campbell University.

*James F. and Caroline Stovall Trust. To be awarded to sophomores, juniors or seniors demonstrating financial need.

H. Paul and Dee M. Strickland Scholarship. To award students of the Campbell University School of Law.

*J. Hunter and Mabel C. Strickland Memorial Scholarship. Priority of award to worthy Baptist students from Four Oaks, Johnston County, eastern North Carolina, North Carolina, North Carolina (without regard to denomination), United States, and from any country. Also, to be granted to undergraduate students with emphasis on business and religion or to graduate and law students, in that order.

*Algernon S. Sullivan Scholarship — To award a scholarship to a male student on a unique basis selected by the University in realization of their spiritual qualities.

*Mary M. Sullivan Scholarship — To award a scholarship to a female student on a unique basis selected by the University in realization of their spiritual qualities.

*The Dale Allison Swenson Memorial Scholarship Trust — The grantors are Charles S. and Carolyn S. Swenson. To award one or more scholarships to a student who manifests an interest and ability in the field of Home Economics.

*Mr. and Mrs. D. M. Tatum — Priority of award to qualified applicants from Elizabethtown Baptist Church; Elizabethtown Community, Bladen County; White Oak Community, Bladen County; and Bladen Community, in that order.

*Fred L. and Alliene Fresh Taylor Endowed Scholarship Trust. To be awarded to a student enrolled in Campbell University School of Law.

*Taylor-White Athletic Scholarship — The grantor is James M. White, Jr. and Katherine Taylor White. To provide scholarship to a young man or woman who is a member and participant of any athletic team sport, seeking a degree in an area of study other than Physical Education or Communications and who must maintain 16 hours per semester.

*William Solomon Terrell Scholarship Trust. Priority of award to applicants who are children of veteran alumni who have been accepted to Campbell, student(s) who is a child of a veteran, or ROTC student enrolled at Campbell University indicating need, in that order.

Mildred Davis and Edgar Augusta Thomas Scholarship Trust — The grantors are Mildred Davis and Edgar Augusta Thomas. To provide scholarships for worthy, needy, young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or a Master's degree.

*The Horace Graham Thompson Memorial Scholarship Fund. Priority of award to a nominee from the Department of Religion, a resident of North Carolina, a student of senior class status with a minimum 2.5 GPA, or a declared major who has indicated a desire to enter the ministry, in that order.

Iris Rose and Ernest Alan Thompson Living Endowment Scholarship Trust grantors are Ernest Alan Thompson and Iris Rose Thompson. Priority of award to students who are natives of North Carolina and are of the Christian faith.

The Jean B. and Richard L. Thorne Educational Endowed Scholarship — The grantor is Richard L. Thorne. To provide a scholarship to be awarded each school year to students indicating academic ability and financial need.

Dr. Gordon L. and Mary Eunice Sorrell Townsend Living Endowment Scholarship Trust grantors are Dr. Gordon L. Townsend and Mary Eunice Sorrell Townsend. To be awarded to worthy, needy young men and women pursuing full-time course of study at Campbell University.

*J. Leroy and Lucy Bullard Townsend Living Endowment Scholarship Trust grantor is Lucy Bullard Townsend. Priority of award to residents of Robeson County or of some other eastern North Carolina county, preferably bordering Robeson County, in that order.

*G. A. Tripp Social Science Scholarship Trust — The grantor is Mrs. Elizabeth B. Tripp. To award one or more scholarships in each school year to a student(s) indicating academic ability and having financial need from the Social Science Department.

*Tucker History Scholarship Fund — The grantor is Dr. Anne Tucker Moore. To provide scholarships to worthy young women who have been accepted to pursue a full-time course of study leading toward a Bachelor's or Master's degree in History at Campbell University.

The scholarship shall be offered to the top two female History students at Campbell.

*Wade Baptist Church Financial Aid Fund. Priority of award to a member of a family in Wade Baptist Church who has received the Christian calling to ministry or to a student who has received the Christian calling, in that order.

*Dorothy Jones Watson Living Endowment Scholarship Trust donor is James Earl Watson. To be awarded to worthy, needy, young men and women accepted at Campbell University for full-time study leading toward a Bachelor's or Master's degree.

*James Earl Watson Living Endowment Scholarship Trust donor is James Earl Watson. To be awarded to worthy, needy young men and women who have been accepted at Campbell University to pursue a Bachelor's or Master's degree.

The Lottie I. and Melvin James Weeks Scholarship Trust — The grantor is Lottie I. Weeks. To provide scholarship to worthy, needy, young men and women who have been accepted to pursue a full-time course of study leading toward a Bachelor's degree with a major in Biology.

The Inez Holland White and Roger A. White Scholarship Trust grantor is Roger A. White. To be awarded to students indicating academic ability and financial need.

*The Mildred Alice Harmon Wiggins School of Education Scholarship Fund — The grantor is Dr. Norman Adrian Wiggins. To award one or more scholarships in each school year to a student(s) enrolled in the Campbell University School of Education indicating academic ability and having financial need.

*The Mildred Harmon and Norman Adrian Wiggins Scholarship. Priority of award to a deserving law student from Coats, North Carolina area, from Harnett County, or North Carolina, in that order.

*The Mildred Harmon and Norman Adrian Wiggins Campbell University School of Pharmacy Scholarship Trust grantors are Mildred Harmon and Norman Adrian Wiggins. To provide a scholarship for a student attending the Campbell University School of Pharmacy.

*The Walter James and Margaret Chason Wiggins Memorial Scholarship Fund of the Kinnett Memorial Baptist Church. Priority of award to members of the Kinnett Memorial Baptist Church, Baptist students who are members of the Mount Zion Association, Baptist

students from North Carolina, and any worthy Baptist students, in that order.

*I.R. Williams Memorial Scholarship Trust grantors are I.R. Jr., and Rogers Tyler Williams. To provide scholarships to young men and women who have been accepted to study law at Campbell University School of Law.

*Virginia A. and Odell Williamson Living Endowment Scholarship Trust grantor is Odell Williamson. Priority of award to young men and women from Brunswick and Columbus Counties of Christian faith, or native North Carolinians of the Christian faith, in that order.

Mildred S. and Clarence C. Willoughby Living Endowment Scholarship Trust grantor is Clarence C. Willoughby. Priority of award to residents of Columbus County, then to any eligible, needy, worthy student.

Women in Law Scholarship Trust — The grantor is Women in Law Chapter of the Campbell University School of Law. To provide scholarship to women law students indicating academic ability and financial need.

Margaret Ross and James Bennett Willis Scholarship — The grantor is James Bennett Willis. To provide scholarships for students needing financial assistance with first consideration for students who are graduates of the Baptist Children's Homes of North Carolina.

Paul M. and Gail M. Yoder Music Scholarship — The grantors are Paul M. and Gail M. Yoder. To provide scholarships to worthy, needy young men and women who are pursuing a full-time course of study leading toward a Bachelor's or Master's degree at Campbell. Recipient must be a full-time music major with voice as the major instrument; receive a "B" or better in voice each semester and maintain an overall 2.00 grade point average; and perform with the most advanced choral group at Campbell University.

4. Academic Program

DEGREE REQUIREMENTS

BACHELOR'S DEGREES

Campbell University offers undergraduate programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Applied Science, and Bachelor of Health Science degrees.

A candidate for a Bachelor's degree must:

1. Demonstrate evidence of good character.
2. Complete the General Curriculum.
3. Satisfy the Cultural Enrichment Program attendance requirement.
4. Complete a minimum of 12 semester hours in the departmental major at Campbell.
5. Achieve a grade point average of 2.0 on all work attempted. In addition a 2.0 average is required for all work attempted at Campbell and in the major.
6. Complete 128 semester hours of which the last 32 must be earned at Campbell.
7. Participate, when requested, in assessment of studies in the major and/or minor field.

A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded with the approval of the Retention Committee.

From time to time changes are made in General Education requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted as well as to all students who reenroll after a period of absence.

DOUBLE MAJORS AND MINORS

A student may be a candidate for only one undergraduate degree. Normally, each student chooses a major field when nearing completion of the core curriculum requirements, usually not later than the second semester of the sophomore year. Requirements for the major vary

by department. It is possible to complete the requirements for two majors while in residence; however, this sometimes requires a ninth semester of work. Qualification in two majors does not entitle one to two degrees. Students who desire qualification in two major fields must have the approval of both of the appropriate department chairmen. The student must select in writing one department's requirements as governing. In the event of misunderstandings or conflicts with respect to requirements, the chairman of the governing department will resolve the problem. In the case of duplicate requirements, the student may be released from the course requirement by the department chairman of the secondary major, but the student must still have 128 hours for graduation. Students must have a 3.0 average before starting a double-major program.

> NOTE: Students receiving veterans benefits must document with the Veteran Affairs Coordinator, Office of Registrar, and respective department chairman their intent to pursue the double major or major with a minor. A written course requirements sheet, agreed to by respective department chairmen, must be provided to the veteran benefit student with the clear understanding that an additional semester may be required to complete all requirements. The course requirements sheet will be developed on a case-by-case basis, tailored individually, and agreed to by respective department chairman. Successful completion of all degree requirements will result in award of a single diploma that reflects the major titles.

Students may also elect to earn a minor field. Requirements for this are normally less demanding than those of a major field. Minimum requirements for a minor are 18 semester hours including a minimum of five courses. Variations will be determined by the appropriate department. The student must designate his major and minor fields in writing to the Registrar at the time of application for graduation. There is no Grade Point Average requirement to meet before commencing work on a minor.

ASSOCIATE IN ARTS DEGREE

Campbell University offers Associate degree programs in General Education, Business Administration, Data Processing, Military Studies, and Social Sciences. A candidate for this degree must have demonstrated evidence of good character, complete 64 semester hours of study with a 2.0 average on all work offered for graduation, and

must have earned a 2.0 average on 80 percent of all work attempted. This degree requires a minimum of 16 semester hours of study in residence.

ASSOCIATE IN GENERAL EDUCATION
Course Requirements

Courses		Credit Hours
English 111 and 112	Composition	6
English Elective	Literature	3
Mathematics	Elective Courses	6
History 111 and 112	Western Civilization	6
Science	Natural Science	4
Fine Arts	Art, Drama or Music	3
Religion 101	Introduction to the Bible	3
Physical Education 185	and Activity Course	3
Electives	Free Elective Courses	30
	Total Semester Hours	63

THE GENERAL CURRICULUM

The General Curriculum includes courses representing all liberal arts disciplines. The purpose is to provide students the opportunity to acquire skills, experience, and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience and enjoy the good life motivated by tolerance and concern for others. Students pursuing the B.A., B.S., and B.B.A. degrees must complete the General Curriculum unless otherwise noted below.

DISCIPLINES	NUMBER OF COURSES REQUIRED
Fine Arts*	
Art 131, Music 131, or Drama 131	1
Humanities	
English 101, 102, (English 101 may be waived for students with a SAT verbal score of 500 or higher)	1-2
English and/or American Literature (One course in foreign literature may be substituted for one literature course)	2
Foreign Language**	
1. Students beginning a new language or students with less than two years of high school language must complete courses numbered thru 201.	

2. Students with two years of high school language or more must complete the course numbered 202 if working in the same language.	1-3
Religion 101 and any additional religion course	2
History 111 and 112	2
Mathematics and Science Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department. (One course may be from CIS 125, CSC 111, or Philosophy 221.)	1-2
Science Two laboratory science courses from Biology, Chemistry, Geology, or Physics***	2
Physical Education Physical Education 185 (2 hours) and any activity course (1 hour)	2
****Social Science/Humanities Option** Economics, Geography, Psychology, Government, History, Sociology, Religion and/or Philosophy	2
Total General Education Hours	50-59 Semester Hours

*Education 131 (The Fine Arts) is required of **all** students seeking teaching certification. These students will receive core curriculum credit for the fine arts requirement upon successful completion of the course. Priority in registration will be given to students seeking teacher certification.

**Students pursuing the B.B.A. degree are required to complete two foreign language courses which may be met by presentation of two or more high school units (years) in the same language.

***SIED 117 General Science I and SIED 118 General Science II are required of **all** students seeking teacher certification. These students will receive core curriculum credit for the natural science requirement upon completion of the sequence. Priority in registration will be given to students seeking teacher certification.

****Students are required to complete only two courses and may take any mix of disciplines, as selected with the approval of the major department, to meet the requirement.

CEP ATTENDANCE

The Campbell University Cultural Enrichment Programs represent an attempt to facilitate communication within the university, to contribute to the cultural and educational atmosphere of the campus, and to stimulate religious search and commitment. Programs will be offered in serveral categories which implement this stated goal: Worship/Theology; Convocation/Lectures; and Fine Arts. Twenty-four Cultural Enrichment Programs are planned for a given semester. The student is requred to attend the C.E.P. four of the semesters while at Campbell. Students transferring in with Freshman or Sophomore status must fulfill the C.E.P. requirements as stated. Students transferring to Campbell University after their Sophomore year will attend two semesters of C.E.P. Students who are attaining an Associate degree will attend two semesters of C.E.P. The student receives one-half hour credit for each semester of C.E.P. attendance. The grade will depend upon the number of absences.

Each student must satisfy the C.E.P. requirement to be eligible for graduation.

BACHELOR OF ARTS DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the appropriate academic department listed in this *Bulletin.*

The Bachelor of Arts Degree is awarded to students in the following majors:

College of Arts and Sciences
- Art
- Dramatic Art
- English
- French
- Government
- Mass Communication
- History
- Music
- Music Education
- Religion
- Religion and Philosophy
- Spanish

The Lundy-Fetterman School of Business
- Economics

BACHELOR OF SCIENCE DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the appropriate academic discipline listed in this *Bulletin.*

The Bachelor of Science degree is awarded to students in the following majors:

College of Arts and Sciences
- Biology
- Chemistry
- Computer Information Systems
- Mathematics
- Medical Technology
- Social Science

The Lundy-Fetterman School of Business
- Economics

School of Education
- Elementary Education (Early Childhood, Intermediate, Middle Grades)
- Psychology
- Home Economics
- Physical Education
- Clothing, Textile-Fashion Merchandising
- Home Furnishing Merchandising
- Food Service Management
- Military Science
- Social Services
- Social Work

BACHELOR OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the Lundy-Fetterman School of Business section of this *Bulletin.*

The Bachelor of Business Administration degree is awarded to students in the following majors:

- Accounting
- Business Administration
- Data Processing
- Trust Management

BACHELOR OF APPLIED SCIENCE (B.A.S.) DEGREE REQUIREMENTS

The B.A.S. is awarded to students transferring up to 64 semester hours from an accredited Associate of Applied Science program or its equivalent. There are three choices of focus for study: General, Science Technology, and Criminal Justice.

Course requirements for the General Study option include:

Cultural Background and Environment		**HOURS**
History 111-112	Western Civilization	6
Sociology 340	Family	3
Sociology 345	Anthropology	3
Religion 101	Introduction to the Bible	3
Religion 222	Basic Christian Beliefs, or	
Religion 224	Basic Christian Ethics, or	
Religion 344	Sociology of Religion, or	
Religion 334	American Christianity	3
Art 131	Introduction to Art, or	
Music 131	Music Appreciation	3
English 415	Contemporary Fiction, or	
English 426	History of the American Novel	3
Government 229	The National Government, or	
Government 230	State and Local Government	3
Physical Environment		
Natural Science, plus		4
Geography 113	Geography, or	
Geology 115	Introduction to Environmental Problems	3
PE XXX	Foundations of Physical Well-Being for Adults, or	
PE 185	Foundations	2
Business Environment		
ECON 224	Economics	3
BA 331	Principles of Management, or	
BA 332	Personal Management	3
ECON 357	Public Finance	3
ECON 454	Labor Economics, or	
BA 400	Human Behavioural Laboratory	3
Psychology 365	Industrial Psychology, or	
Psychology 364	Psychology of Personality, or	
Psychology 232	Social Psychology	3
Skills Group		
CIS 225	Introduction to Data Processing, or	
CIS 226	Basic Programming	3
Math 160	Elementary Statistics	3

Electives

Chosen in consultation with advisor to total — 128 hours

N. B. Students without acceptable credits in English will be required to satisfy core curriculum requirements in English for resident students in the BA and BS degree programs.

Course requirements for the Science Technology option include:

Core Curriculum	
English 101-102	6 hours
Literature	3
Religion 101	3
Math 122, or	4-7
Math 111 and a Computer-programming Course	
Physics 221-222, or 251-252	8
A Fine Arts 131	3
History 111 and 112	6
Social Science elective	3
P.E. 185	2
	38-41 semester hours

Cognate Courses	
The Minor requirements in a Laboratory Science	up to 20 semester hours
Professional and/or Technical Courses	up to 64 semester hours
Approved Electives	
300 level and above	to total 128 semester hours

Course Requirements for the Criminal Justice option include:

Accepted In Transfer

Core Curriculum		
Course		**Credit Hours**
Criminal Justice Classes		36
English 101 and 102	Composition	6
Speech 115	Public Speaking	3
Computers CIS 125	Introduction	3
Government 229 and 230	State and National Governments	6
Physical Education 185		2
Electives	Free Electives	8
	Required at Campbell	
Fine Arts	Art, Drama, or Music 131	3
English Elective	Literature	3
Government 337, 449 and 450	Municipal Government, American Constitution	9

History 221 and 222	American History	6
Economics 223 or 224	Macro/Micro	3
Mathematics 160	Statistics	3
Science	Natural Science	4
Psychology 222, 232, 260 and 461	General, Social, Developmental and Abnormal Psychology	12
Sociology 225 or 226	Principals/Social Problems	3
Sociology 340 and 359	The Family, Juvenile Delinquency	6
Religion 101	Introduction to the Bible	3
Philosophy 224	Christian Ethics	3
Electives	Approved Courses	6
	Total Semester Hours	128

NOTE:

1. Student may transfer up to 64 semester hours of approved work from any combination of two-year general college, technical college, CLEP, or work-related experiences.

2. All courses considered for transfer must be accredited by a regional accrediting agency.

3. Students with a SAT verbal score of 500 may waive English 101 in favor of an additional elective course.

4. Fulltime students in residence on the main campus must take CEP (½ credit hour per term) during at least half their terms, which would reduce the number of elective hours needed to bring the total credit hours to the required 128.

BACHELOR OF HEALTH SCIENCE DEGREE REQUIREMENTS

The Bachelor of Health Science degree is awarded to students transferring up to 64 semester hours from an approved Allied Health program.

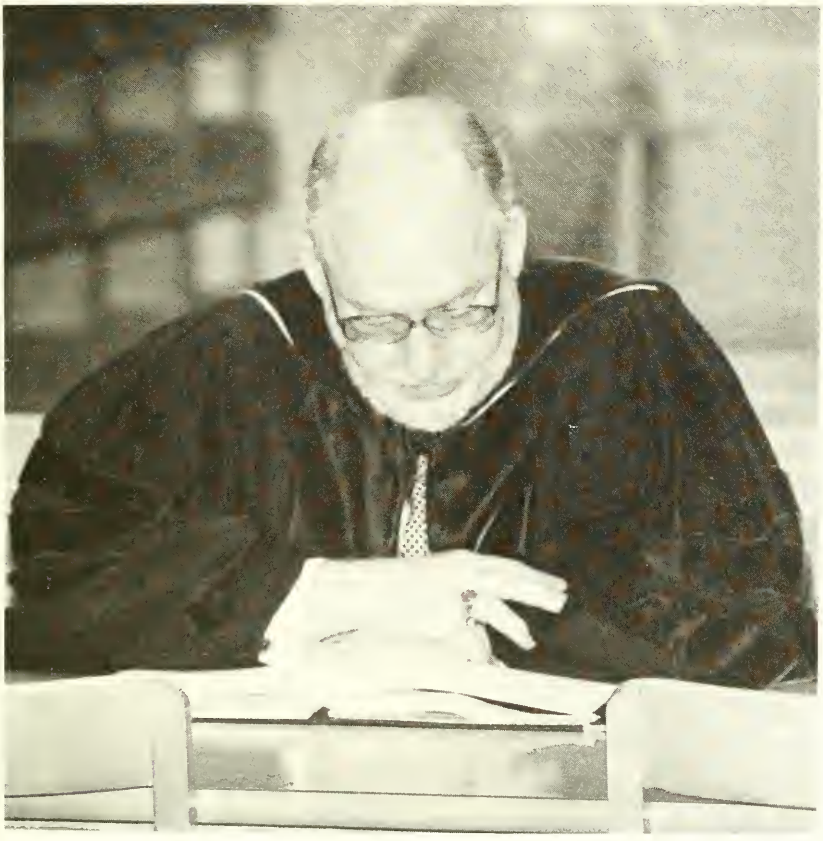
Course requirements include:

Core Curriculum	**36-40 HOURS**
English 101-102	3-6
Literature	3
Religion 101	3
Math/Science (3 courses, to include both areas)	10-11
Fine Arts	3
Social Science	3
History	6
Psychology	3
P.E. 185	2
Physical Education Activity Course	1

Cognate Courses	15-23
Professional and/or technical courses - up to	64
Approved electives to total	128

Additional Requirements
(Applies to both the Bachelor of Applied Science Degree and to the Bachelor of Health Science Degree.)

1. No more than 64 semester hours may be transferred from any combination of two-year general college, technical college, CLEP, or work related experiences.
2. At the discretion of the department chairman, electives may be used to strengthen the major.
3. All programs considered for transfer must be accredited by a regional accrediting agency.
4. Fourteen major programs are offered through the Bachelor of Health Science program.



COLLEGE OF ARTS AND SCIENCES

DEAN: DR. WALTER S. BARGE, SR.

DEPARTMENT CHAIRMEN:

BIOLOGY: DR. STEVEN H. EVERHART
CHEMISTRY/PHYSICS: DR. JAMES M. JUNG
ENGLISH: DR. A. SCOTT GARROW
FINE ARTS/COMMUNICATIONS: DR. PAUL M. YODER
FOREIGN LANGUAGES: DR. DAVID M. STEEGAR
GEOLOGY: DR. ROBERT C. HOPE
GOVERNMENT/HISTORY: DR. JAMES L. ABRAHAMSON
MATHEMATICS/COMPUTER SCIENCE: DR. D. LAMAR NORWOOD
PHYSICAL EDUCATION AND HEALTH: DR. HARRY E. LARCHE
RELIGION AND PHILOSOPHY: DR. MICHAEL G. COGDILL

ART

ASSISTANT PROFESSORS: MR. BRECK SMITH, MS. ANNE BESSAC
PART-TIME INSTRUCTORS: TBA

***NUMBERS IN PARENTHESES ARE OLD COURSE NUMBERS. If there is no number in parentheses, it is a new course.**

101 (101). Design I (3).
A basic study of the elements and principles of two dimensional design, using a variety of media. This course gives the Art Major and non-Art Major alike an introduction to the concepts and techniques involved in two-dimensional design. Six studio hours per week; three credit hours. No prerequisite.

102 (102). Design II (3).
A basic study of the elements and principles of three dimensional design, using a variety of media. This course gives the Art Major and non-Art Major alike an introduction to the concepts and techniques involved in three-dimensional design. Six studio hours per week; three credit hours. No prerequisites.

131 (131). Introduction to Art (3).
An introduction to the study of visual art, approaching art through learning experiences such as art criticism, the styles, the structures, and the interaction of meaning and mediums. Actual studio projects are included. This course is appropriate for non-art majors and art majors. Three lecture hours per week. No prerequisite.

201 (201). Drawing I (3).
An introduction to various media, techniques, and styles of drawing with emphasis on line, shape, value, and texture. Studies and final projects include still life, landscape, perspective, figure, portrait, and animal. Six studio hours per week; three credit hours. No prerequisite.

202 (104). Painting I (3).
An introduction to various oil techniques; canvas and canvas construction; and studio painting from still life, landscape, model, and design. Six studio hours per week; three credit hours. No prerequisites.

203 (103). Watercolor (3).
An introduction to wash and gouache techniques of watercolor, including resist. Studio painting of various subjects with focus on material, processes, and approaches. Six studio hours per week; three credit hours. No prerequisites.

204 (315). Printmaking I (3).
An introduction to the printmaking processes of collography, woodblock, and intaglio. Preparation of blocks and plates and techniques for printing each. Various subject matter. Six studio hours per week; three credit hours. No prerequisite.

205. Layout/Illustration (3).
An introduction to basic layout and illustration techniques and procedures covering beginning layout, lettering, typography, amberlift or rubylift film, ink techniques, and preparation of work ready for the printer. Six studio hours per week; three credit hours. Prerequisite: MUST be an Art Major or Mass Communication Major: NO EXCEPTIONS.

206. Commercial Design (3).
Introduction to design for cards, calendars, advertisements, brochures, menus book illustrations, and cover designs with an emphasis on media and reproduction requirements. Package design will be included. Six studio hours per week; three credit hours. Prerequistes: MUST be an Art Major or Mass Communication Major, NO EXCEPTIONS ARE POSSIBLE.

210 (210). Crafts I (3).
An introduction to crafts, including basic techniques of pottery handbuilding, basketry, small loom weaving, textile printing, tie-dye, enameling, and simple jewelry. Six studio hours per week; three credit hours. No prerequisite.

211 (211)). Pottery I (3).
An introduction to basic handbuilding techniques, with projects stressing design, creativity and craftsmanship; firing and glazing of pieces to completion. Six studio hours per week; three credit hours. No prerequisite.

213 (213). Sculpture I (3).
A course which deals with three-dimensional elements in art such as mass, form, texture, and space, utilizing various materials such as paper, clay, plaster, and found materials. Six studio hours per week; three credit hours. No prerequisite.

231 (231). Art History I: Ancient to Renaissance (3).
A chronological exploration of painting, scultures, and architecture from prehistoric time through the sixteenth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours. No prerequisite.

232 (232). Art History II: Baroque to Modern (3).
A chronological exploration of painting, sculpture, and architecture from the seventeenth century to the twentieth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours. No prerequisite.

301 (202). Drawing II (3).
Continuation of Drawing I with emphasis on more advanced drawing problems and media. Six studio hours per week; three credit hours. Prerequisite: Art 201.

302 (105). Painting II (3).
Continuation of Painting I with emphasis on advanced painting problems. Focus on exploration of various composition styles and development of a personal painting technqiue in oil. Six studio hours per week; three credit hours. Prerequisite: Art 202.

304 (316). Printmaking II (3).
Introduction to the silkscreen and serigraph processes using paper and fabric, films, resists, and various inking techniques. Six studio hours per week; three credit hours. No prerequisite.

310. Crafts II (3).
A continuation of Crafts I; the student will be encouraged to concentrate on fewer techniques in order to devleop skill. Six studio hours per week; three credit hours. Prerequisite: Art 210.

311 (212). Pottery II (3).
An introduction to throwing on the wheel, with some further work on handbuilt forms. Continued work in glazing, firing of kilns, and studio management. Six studio hours per week; three credit hours. Prerequisite: Art 211.

313 (214). Sculpture II (3).
A continuation of Sculpture I, with emphasis on more complex concepts and problems in a variety of sculptural materials, including carving of wood and cast stone. Six studio hours per week; three credit hours. Prerequisite: Art 213.

321 (321). Art for the Elementary School (3).
Theory and techniques in elementary art education. Emphasis on developmental stages of children, processes, developing creative expression, materials, and curriculum planning. Six studio hours per week; three credit hours. Prerequisite: must be an Education Major or permission of instructor.

331. Methods in Art Education I (3).
A course planned for Art Education majors, geared to the Elementary level. Studies include history of art education, theories of creative development, processes and techniques, materials, appropriate curriculum planning, and teaching methods. Laboratory experiences included. Four hours per week; three credit hours. Prerequisites: must be an Art Education major.

332. Methods in Art Education II (3).
A course planned for Art Education majors, covering Junior and Senior High School. Studies include techniques and materials appropriate to grade levels, curriculum planning, and teaching methods. Laboratory experiences included. Four hours per week; three credit hours. Prerequisite: Art 331.

401 (401). Advanced Drawing (3).
Individual study in drawing with focus on pursuit of style and expression. Six hours per week; three credit hours. Prerequisite: Art 302 and/or Art 203.

402 (403). Advanced Painting (3).
Individual study in either oil or watercolor painting with focus on the pursuit of style and expression. Six studio hours per week; three credit hours. Prerequisites: Art 302 and/or Art 203.

404 (415). Advanced Printmaking (3).
In-depth exploration of one printing process. Six studio hours per week; three credit hours. Prerequisite: Art 204 or Art 304.

410. Advanced Crafts (3).
A continuation of working in a limited amount of craft techniques, selected by both student and instructor. Six studio hours per week; three credit hours. Prerequisite: Art 310.

411 (311). Advanced Pottery (3).
A continuation of work in both handbuilt forms and wheel-thrown forms, glazing, firing, and studio management. Six studio hours per week; three credit hours. Prerequisite: Art 311.

413 (313). Advanced Sculpture (3).
A continuation of working with various sculptural concepts and materials; introduction of more complex media and techniques, such as mold-construction, plaster-casting, stone carving, etc. Six studio hours per week; three credit hours. Prerequisite: Art 313.

441 (441). Independent Studio (3).
Independent studio work geared to each individual. The student is responsible for writing a contract, researching, and producing work in a selected area of art. Equivalent of six studio hours per week; three credit hours. Prerequisite: consent of instructor, department chairman, and dean.

442. Independent Studio (1 or 2).
Independent studio work aimed to each individual. The student is responsible for writing a contract, researching, and producing work in an appropriate area of art. One to two credit hours offered as a flexible option for student's needs. Equivalent of two (one credit hour) or four (two credit hours) studio hours per week. Prerequisite: consent of instructor, department chairman, and dean.

461 (461). Senior Exhibit (1).
A final semester student is responsible for presentation, exhibition, and production of slides of a cohesive body of work in her/his area of concentration. Subject to final approval of instructor(s).

BIOLOGY

PROFESSOR: DR. BEARD
ASSOCIATE PROFESSOR: DR. EVERHART (CHAIRMAN)
ASSISTANT PROFESSOR: DR. CLUCK
INSTRUCTOR: MS. WILLIAMS

Biology as a Science Requirement in the General College Cirriculum

All students who desire to use biology to meet the general college requirement, must complete two four-semester hour laboratory courses. This may be accomplished by completing BIOL 111 and any other course at the 100- or 200-level. (See General College Curriculum Requirements for details.)

Requirements for the Bachelor of Science Degree with a Major in Biology

A major in biology may be obtained either within a general, medical-technology, teacher certification, or pre-professional (preparation for graduate or professional schools) curriculum. The student majoring in biology must complete a minimum of 30 hours in biology numbered above 200 and these must include credit for BIOL 202, 203, 205, 327, 342, 437, and 451 or 452. Students are encourage to complete more than the minimum number of hours in biology.

Ancillary requirements include MATH 112 and 160; CHEM 111, 113, and 207 or 227-228; and PHYS 221-222 or 251-252; MATH 122 is an additional requirement in the pre-professional curriculum.

Requirements for the Minor in Biology

Students wishing to minor in biology may do so by completing BIOL 111 and four additional four-semester hour courses in biology numbered at the 200-level or above.

Requirements for Teacher Certification

In addition to the requirements for the major, students seeking secondary teacher certification in biology must also complete PSYC 222; EDUC 221, 341, 441, 431, 452, 453, 454, and 458; and SIED 453. Comprehensive science certification may be obtained by including GEOL 111 and 112 in the curriculum.

Requirements for an Endorsement in Biology

Students who are being certified in an area other than biology may obtain an endorsement in biology by completing BIOL 111, 112 or 221, 327, 342, and either 215, 224, 226, or 241.

Within each curriculum, an average of C (2.0 GPA) must be attained in biology courses.

111. Basic Biology (4).
An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution, and ecology. Three lecture and three laboratory hours each week. Offered every semester. Prerequisite to all biology courses except SIED 118.

112. Human Biology (4).
A study of man from the standpoint of body structure and function, cultural development, and biological relationships. Three lecture and three laboratory hours each week. Spring semester.

202. Botany (4).
A first level study of plant biology, concentrating upon flowering plants, and proceeding to a survey of diversity and relationships among plants, fungi, and bacteria, with emphasis on their roles in the biological economy. Three lecture and three laboratory hours each week. Spring semester.

203. Zoology (4).
The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution. Three lecture and three laboratory hours each week. Fall semester.

205. Introduction to Biologocal Research (1).
Designed to give the beginning biology major an introduction to literature resources, topic selection, use of statistics, scientific logic, and the oral and written presentation of results. One lecture hour each week. Spring semester.

215. Plants for Pleasure and Profit (4).
A general course in horticultural practices designed for the practical utilization of plants of all kinds for personal benefit and pleasure. Three lecture and three laboratory hours each week. Fall semester of even numbered years.

221. Human Anatomy and Physiology (4).
A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Three lecture and three laboratory hours each week. Spring semester.

224. Vertebrate Natural History (4).
Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of these animals in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of even numbered years.

226. Ornithology (4).
Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of odd numbered years.

241. Field Botany (4).
The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Fall semester of odd numbered years.

320. Developmental Anatomy (4).
Prerequisite: BIOL 203. An integrated approach to the study of comparative vertebrate anatomy and embyology. Three lecture and three laboratory hours each week. Fall semester of even numbered years.

327. Ecology (4).
Prerequisite: BIOL 202, 203, and 205. A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Fall semester.

334. Microbiology and Immunology (4).
Prerequisite: CHEM 113, Organic chemistry recommended. An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health and disease Three lecture and three laboratory hours each week. Fall semester.

342. Genetics (4).
Prerequisite: CHEM 113 and eight hours of biology. Principles of Mendelian heredity, linkage, mutation, population genetics, and gene action with an introduction to biotechnology. Three lecture and three laboratory hours each week. Spring semester.

430. Biochemistry (5).
Prerequisite: Organic Chemistry. Chemical and physical properties/functions of cells; structures and interactions of biomolecules; methods of study. Five lecture hours each week. Fall semester.

437. Animal Physiology (4).
Prerequisite: BIOL 203, CHEM 113. The comparative study of physiological processes in different animals through an organ-system approach. Three lecture and three laboratory hours each week. Spring semester.

447-448. Biology Thesis (2-2).
The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

451-452. Seminar (1, 1).
Prerequisite: BIOL 205, junior or senior standing. Individual reports and group discussions of the results of student field, laboratory and/or library research on selected topics in biology. May be repeated for a maximum of 3 semester hours. Fall, spring semesters.

460. Special Topics (1-4).
Investigation of an important aspect of modern biology under the supervision of an instructor; organized, formal lectures and discussions.

Courses numbered at the 500 level are open to both graduates and advanced undergraduates.

500. Special Problems in Biology Teaching (3).
An investigation of current problems in biology teaching with emphasis on curriculum development, methodology, facilities, supervision, and research. Three hours lecture/laboratory each week.

508. Special Problems in Cell Biology (3).
Structure and function of biological systems at the cellular, subcellular, and molecular levels. Three hours lecture/laboratory each week.

512. Avian Ecology (3).
A consideration of the principles of ecology as they apply to birds. Special emphasis is placed on population dynamics, community ecology, and

reproductive behavior. One Saturday field trip to observe coastal breeding colonies is required. Three hours lecture/laboratory each week.

513. Plant Identification (3).
Instruction in the classification, distribution, and identification of ferns, fern allies, gymnosperms, and flowering plants. Field trips. Three hours lecture/laboratory each week.

527. Physiological Ecology (3).
Investigation of the physiological and behavioral responses of organisms to environmental stimuli. Thre hours lecture/laboratory each week.

542. Coastal Ecology (3).
Plant and animal communities of the Coastal Plain of North Carolina and the environmental influences which affect them with an emphasis on the coastal fringe environment. Three hours lecture/laboratory each week.

SCIENCE EDUCATION

The following SIED courses are offered through the Department of Biology and in cooperation with the School of Education.

118. General Science II (4).
An introduction to the principles of biology and earth science. This course provides the content area knowledge necessary to ensure competency in these areas for prospective teachers of grades K through 12. Priority will be given to students seeking teacher certification. Three lecture and three laboratory hours each week. Spring semester only.

453. Materials and Methods in Secondary Science (1.5).
Study of the specific methods, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in general methods; both of which courses are required for certification. Three hours lecture each week during the first one-half of the semester.

600. Seminar in Science Education (3).
Examination and analysis of the literature and research in a particular topic in science education. Students are expected to make a presentation to the faculty and class on the topic under consideration. May be repeated for credit. Three hours lecture each week.

DEPARTMENT OF CHEMISTRY/PHYSICS

PROFESSOR: DR. JUNG
ASSOCIATE PROFESSORS: DR. HORNER, DR. NELSON
INSTRUCTOR: MR. HOLLAND

Requirements for a major in Chemistry: A candidate for the Bachelor's degree with a major in Chemistry must satisfactorily complete Chemistry 111, 113, 215, 227, 228, 327, 328 or 331, 334, 451, and 452 for a total of thirty-four semester hours. Additional courses numbered above 228 are highly recommended for those who are considering studies beyond the Baccalaureate degree. Calculus and one year of Physics are required of all Chemistry majors. Candidates who are considering graduate studies should complete the second course in Physical Chemistry, the third course in Calculus and take the calculus-based Physics.

Requirements for a minor in Chemistry: A minor in Chemistry may be obtained by satisfactorily completing Chemistry 111, 113, and three additional four-semester-hour laboratory courses numbered above 200.

Requirements for a Teacher's Certificate: Those who seek certification to teach Science in secondary schools should consult with members of the Education Department for specific requirements for certification with a concentration in a particular area of Science, and for professional education courses required of prospective teachers.

Requirements for an Endorsement in Chemistry: These requirements may be met by satisfactorily completing the following courses: Chemistry 111, 113, 215, 207, or 227, and 331.

Requirement for a degree in Medical Technology: A candidate for the degree in Medical Technology must satisfactorily complete the three-year program prescribed by the department, and an additional year at an affiliating hospital.

Upon successful completion of the four year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists. Prospective students should be aware of the limited number of spaces available in the clinical portion of training for Medical Technology candidates. Above average grades in the sciences have become a prerequisite for gaining admission to the Schools of Medical Technology.

Requirements for the Bachelor of Health Science (B.H.S.) and Bachelor of Applied Science (B.A.S.): The B.H.S. and B.A.S. degrees are offered to candidates who have completed the Associate of Arts (A.A.) degree from technical institutes and hospitals. Requirements for the two degrees are specific and depend upon the particular area in which the A.A. certificates were obtained. Normally two years of study at Campbell are necessary. Details may be obtained from the departmental advisor(s).

111. General Chemistry (4).
A broad overview of various divisions of Chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry.

112. Consumer Chemistry (4).
A better understanding of some of the chemistry involved in subjects that should be continual concern to consumers of such things as: energy, food, drugs, air, water, and other products of a technological world. This is a terminal course for those who wish to complete but one year of chemistry. Prerequisite: Chemistry 111. (Spring).

113. Qualitative Analysis (4).
The fundamental principles, problems, and methods of separation of the common cations. Prerequisite: Chemistry 111. (Spring).

207. Elementary Organic Chemistry (4).
An introductory course designed for nurses, some medical technology students, some candidates for teacher certification, and others who desire a one-semester survey of organic chemistry. Prerequisite: One year of college chemistry.

215. Quantitative Analysis (4).
A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113. (Fall)

227-228. Organic Chemistry (4, 4).
A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins. Prerequisite: Chemistry 113. (Fall, Spring) [NOTE: There may be evidence that women in their first trimester of pregnancy should avoid inhalation of some organic vapors.]

327-328. Separation and Analysis in Organic Chemistry (4, 4).
Presents both in theory and in practice, the procedures, techniques, and instruments most often used by modern chemists in the separation, purification, and identification of organic compounds. Prerequisite: One year of organic chemistry. (Fall, Spring)

331. Inorganic Chemistry (4).
A course dealing with descriptive and theoretic inorganic chemistry. Laboratory preparations are included. Prerequisite: Chemistry 215. (Spring)

334-435. Physical Chemistry (4, 4).
The elements of chemical thermodynamics, kinetics, and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisites: Chemistry 215 and Math 122. (Spring, Fall)

429. Organic Preparations (2).
A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: One year of organic chemistry.

431. Inorganic Preparations (2).
A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

445, 446. Chemical Research (2-4).
An upper division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452. Literature Seminar (1, 1).
Senior Chemistry majors are required to participate for two semesters; others are encouraged to attend.

PHYSICS

221, 222. General Physics (4, 4).
Classical mechanics, heat, sound, and electricity with an introduction to modern Physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: Mathematics 112 or permission of the instructor.

251, 252. Fundamentals of Physics (4, 4).
The basic concepts of classical physics are presented through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories are introduced. The approach requires liberal use of differential and integral calculus in conceptual development and problem solving. Prerequisite: Math 122. Corequisite: Math 223, or permission of instructor.

SCIENCE EDUCATION

117. General Science I (4).
A course to expose the student to the fundamental principles and concepts in Physics and Chemistry. Coordinated laboratory assignments are included in both disciplines. Priority will be given to students seeking teacher certification. Fall semester only.

211. Applied Photography (3).
A course designed to meet the needs of students requiring a knowledge of the technical background and fundamental techniques of photography for application in their chosen field of study. Two lecture hours and two hours of laboratory per week. This course does not satisfy degree requirements in the College of Arts and Sciences.

231. Descriptive Astronomy (4). A brief course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 112. This course does not satisfy degree requirements in the College of Arts and Sciences.

DRAMATIC ART AND SPEECH

ASSOCIATE PROFESSOR: MR. LINNEY
ASSISTANT PROFESSOR: MR. ZARR, MFA

Students wishing to major in Dramatic Art have the option of choosing from two areas of concentration: Theatre or Religious Drama. Majors must participate in the theatrical productions of the Campbell Players for no less than four semesters and must complete the requirements of directing at least a one-act play in the senior year.

Candidates for graduation must have an overall "C" average in all college work attempted and a grade of "C" on each course required in the major area.

The following core courses are required of all Dramatic Art majors: Drama 113, 115, 131, 221, 222, 224, 225, 226, 227, 241, 242, 271, 331, 332, 442; English 410 and 413.

Theatre Curriculum - In addition to the general core and the Dramatic Art core, the following courses are required: Drama 321, 322, and 323; Mass Communication 210 and 211; twelve hours of Dramatic Art electives.

Religious Drama Curriculum - In addition to the general core and the Dramatic Art core, the following courses are required: Dramatic Art 443; Religion 101, 202, 212, 222, 224, 226, 362, Music 437, Education 431, six hours of Religion electives; three hours of Dramatic Art electives.

A minor in Dramatic Art requires a minimum of eighteen hours including Dramatic Art 113, 131, 221, 224, 241, 242, three hours of Drama electives; and acting in at least one production.

Prerequisites: The following courses must be taken in sequence: 241, 242, 342, 442.

113. Fundamentals of Vocal Performance. (2).
A basic course in vocal production designed for the development of a more pleasing and efficient voice for actors, announcers, teachers, and those desiring vocal improvement. Special attention is given to individual vocal problems.

114. Oral Interpretation (3).
Techniques and practice of the oral presentation of prepared works. Emphasis is on gaining the dramatic value from such works, as well as improving vocal techniques.

115. Public Speaking (3).
A study of the principles of oral communication in order to increase a student's skill in presenting ideas through speech, and developing vocal, physical, critical, and analytical skills through actual speech performance.

117. Corrective Speech (l).
Designed specifically for students with speech disorders. Problems are dealt with on an individual basis.

131. Introduction to Theatre (3).
A broad survey of theatre from its orgins to modern times.

221. Stagecraft (3).
An applied study of the fundamentals of technical theatre including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation.

224, 225, 226, 227. Theatre Practicum (1, 1, 1, 1).

Each drama major is required to participate in the theatrical productions of the department for four semesters. Assignments will be made for the practical applications of basic theatre skills.

241. Acting (3).
Teaching the actor to use the fundamental tools of the craft - his voice, body and imagination - through exercises, improvisations, and simple character development.

242. Directing (3).
An introductory course in directing. Particular attention is given to script analysis and the visual aspects of its implementation.

261. Play Writing (3).
An introductory course in the writing of plays. Particular attention is given to dramatic structure. Each student will write two (2) one-act plays.

271. Stage Make-up (3).
A basic study of the design principles and application of stage make-up.

321. Introduction to Scenic Design (3).
An introductin to the basic principles and techniques of design in theory and application and practicum in analysis, layout, drawing, and color. Prerequisite: Stagecraft 221.

322. Scene Painting (3).
This course is designed to introduce the student to the techniques and materials that form the foundation of traditional scene painting. Throughout this course the student will develop style and interpretation of the theatrical production. The student will also develop an ability to perceive, evaluate, and create an expression that is distinctly individualistic, meaningful, and entertaining.

323. Introduction to Stage Lighting (3).
A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, and production techniques.

331. Pre-modern Drama (3).
A study of dramatic literature and theatre history from the classical Greeks to Ibsen.

332. Modern Drama (3).
A study of dramatic literature and theatre history from Ibsen to the present.

341. Advanced Acting (3).
The study of character development and acting styles through the techniques of analysis, scene preparation, and performance. Prerequisite: Acting 241.

342. Advanced Directing (3).
An advanced course in directing. Attention is given to analysis of themes, structure and style. Prerequisite: Directing 242.

351. Puppetry (3).
A basic study of the construction and operation of rod puppets, muppets, and marionettes and the production techniques of puppet performance.

442. Directing Project (2).
A one-act play, directed in the senior year, under the supervision of the directing faculty.

443. Creative Dramatics (3).
The study of improvisation and play as a stimulant for learning and development of creative imagination in children and young adults.

ENGLISH

ASSOCIATE PROFESSORS: DR. GARROW (CHAIRMAN), MS. D. STEWART
ASSISTANT PROFESSORS: DR. HOMSLEY, DR. VAUGHAN, DR. R. WIGGINS
INSTRUCTOR: MR. SPROUSE
PART-TIME INSTRUCTORS: DR. CAVANO, MS. M. STEWART, MR. TATE, MR. TATOS

English Requirements in the General College Curriculum

All students must complete English 101-102 (Freshman Composition) and 6 hours of 200-level courses in English or American literature. English 101 (or equivalent placement) is a prerequisite for English 102, and English 102 is a prerequisite for the 200-level literature courses. Students may take any two of the 200-level in any order, but it is recommended that they be taken in the appropriate sequence.

Entering Freshmen may be exempted from English 101 if their verbal SAT score is 500 or higher. Exemption, however, is not recommended.

Requirements for the Bachelor of Arts Degree with a Major in English

The English major is designed to give the student a broad historical perspective of English and American literatures. The student majoring in English must complete the following:

A. English 101 (or equivalent)
English 102
(i.e. normally 6 hours)

B. English 201
English 202
English 203
English 204
(i.e. 12 hours: 6 hours count toward the core requirements and 6 hours count in the English major)

C. One of the following:
English 301 (Creative Writing)
English 302 (Advanced Writing)
English 419 (History of the English Language)

D. At least three period surveys of British Literature:
English 401 (Medieval Literature)
English 402 (Renaissance Literature)
English 403 (Seventeenth Century Literature)
English 404 (Eighteenth Century Literature)
English 405 (Romantic Period)
English 406 (Victorian Period)

E. Both of the following:
English 407 (Nineteenth century American Literature)
English 408 (Twentieth century Literature)

F. English 410 (Shakespeare)

G. Either one of the following:
English 409 (Chaucer)
English 411 (Milton)

H. Two electives, preferably in English Literature

The student majoring in English must complete a minimum of 36 hours in English beyond English 102 with a "C" or better in each course. Grades below "C" will not count towards the satisfaction of the 36 hours. It must be stressed that 36 hours is the **minimum** and that the student majoring in English is encouraged to use his/her electives to broaden his/her experience in literature.

Requirements for a Minor in English

The minor in English requires a minimum of 21 hours of English beyond the core requirements. Like the major, the stress is on the large historical approach.
The following courses constitute the minimum requirements for a minor in English:

A. English 201-202-203-204 (6 hours count toward the minor)

B. Three British Literature period courses (9 hours)

C. American Nineteenth Century Literature **or** Twentieth Century Literature (3 Hours)

D. Shakespeare (3 hours)

Requirements for Teacher Certification

The English major with teacher certification differs from the above in that English 302 (Advanced Writing) and English 303 (Advanced Grammar) must both be taken. The student also must take the Methods in Teaching course, although not as an English elective (i.e. it contains no English content). The teaching major must also maintain a 2.5 grade point average in the major courses and complete the certification requirements of the School of Education.

***NUMBERS IN PARENTHESES ARE OLD COURSE NUMBERS. If there is no number in parentheses, it is a new course.**

99 (None). (3).
English 99 is developmental English for persons with poor proficiency in English. (No credit toward core curriculum or English major)

100 (110). (3).
English 100 is a course designed to review the basics of grammar for those with lower verbal SAT scores or having other difficulties in writing.

101 (111). (3).
A course designed to teach the student mechanical and rhetorical skills required for composition at the college level.

102 (112). (3).
A course designed to enhance writing, research and reading skills directed toward literary analysis. Prerequisite: **English 102 is a preprequisite for all 200 level and above English courses.**

201 (221). (3).
A survey of British Literature from Beowulf through the Eighteenth Century.

202 (222). (3).
A survey of British Literature from the Romantic Period through the Twentieth Century.

203 (223). (3)
A survey of American Literature from the Colonial period to 1865.

204 (224). (3).
A survey of American Literature from 1865 to the present.

301 (310). Creative Writing (3).
A study of the techniques of writing poetry and fiction. Open to all students.

302 (312). Advanced Writing (3).
A course designed to improve the student's writing skills beyond those taught at the lower division level.

303 (318). Advanced Grammar (3).
An examination of traditional and modern grammars beyond the basic level.

401 (None). Medieval Literature (3).
An exploration of English Literature prior to 1500 and exclusive of Chaucer. Taught in translation and open to all students.

402 (512). Spenser and Renaissance Literature (3).
An analysis of the prose, poetry, and drama of the period, with a heavy emphasis on Spenser and exclusive of Shakespeare.

403 (None). Seventeenth Century Literature (3).
An analysis of the prose and poetry of the period, exclusive of Milton.

404 (422). Eighteenth Century Literature (3).
An exploration of the literature from the Restoration through the beginnings of Romanticism.

405 (425). Romantic Poetry and Prose (3).
An examination of the period's major poets and prose writers.

406 (450). Victorian Literature (3).
An exploration of the period's major literature and trends of thought.

407 (None). Nineteenth Century American Literature (3).
A probing of major literary examples of the distinctively American mind in the Nineteenth Century.

408 (None). Twentieth Century British and American Literature (3).
A survey of the major writers and movements in British and American literature from World War I through World War II.

409 (405). Chaucer (3).
A study of the major poems.

410 (415). Shakespeare (3).
A study of representative Shapespeare plays, criticism of his plays, and the Elizabethan theatre.

411 (420). Milton (3).
A study of the representative works of Milton.

412 (414). The Lyricist (1, 2, or 3 credit hours per semester for a total of 6 credits to be counted toward the B.A.) (3).
A course designed to teach the student how to judge contemporary poetry and how to edit a quality small magazine. Prerequisite: instructor's approval.

413 (418). English Drama (3).
An examination of English drama from the Medieval period through the present.

414 (423). History of the British Novel (3).
A study of the representative novels in the evoluation of the genre.

415 (445). Modern/Contemporary Fiction (3).
A study of the works of representative prose fiction writers active post-World War II, with an emphasis on the last two decades.

416 (450). Modern/Contemporary British and American Poetry (3).
A study of the works of representative poets post World War II, with an emphasis on the last two decades.

417 (455). Southern American Literature (3).
A survey of major, representative Southern American writers.

419 (456). Seminar (3).
Specialized topics in British literature, art, and society; American literature, art and society.

420 (460). Special Topics (3).
Study on demand based on either the student's private interests or the unavailability of specific necessary courses.

421 (None). Masterworks of Literature (3).
A study of selected major continental works of literature.

422 (500). History of the English Language (3).
A study of the evolution of the English language.

423 (None). History of Criticism (3).
A study of the great literary critics from Aristotle to the present day. Fall only.

426 (440). History of the American Novel (3).
The evolution of the genre as distinctly American.

429 (None). Literature and the Plastic Arts (3).
A probing of the Sister Arts tradition, the relationships of the verbal and plastic arts.

453 (453). Methods in Teaching English (1.5).
A course designed to teach how to teach English.

498 (None). Honors Course (3).
A course developed from a Recommended Reading List. The work will be done over several semesters as an Independent Study with selected teachers. Three credit hours will be awarded in the final semester, depending on the agreement reached between professor and student.

499. Honors Thesis (3).
A specific research project of a writer, era, idea, or work. The Honors Thesis will be done in the senior year as an Independent Study and will be viewed as an introduction to graduate work. It will be overseen by a single professor and reviewed for acceptance by two other professors.

All 400 level courses with English content, exclusive of the Honors Course and Thesis, can also be given as 500 level offerings. The 600 level offerings are graduate versions of the 400 level courses.

FOREIGN LANGUAGES

ASSOCIATE PROFESSORS: DR. STEEGAR (CHAIRMAN), DR. PHELPS, DR. MAYBERRY
ASSISTANT PROFESSOR: DR. PENNY
ADJUNCT INSTRUCTOR: MRS. HREN, MR. RIVERA

Foreign Language Requirements in the General College Curriculum

In order to meet the foreign language requirements at Campbell University, a student has two options:

1. Continue a language started in high school. If a student has taken **two** years of a language in high school and opts to use that language to fulfill the foreign language requirement, he must complete through the 202 level (fourth semester). This will normally require taking 201 and 202; however, if a student's background is strong, he may take only 202 and satisfy the requirement. If a student's background is weak, he may take 102 (or even 101), however he must still complete through the 202 level. He will receive elective credit for 101 and/or 102 if they are taken.

2. A student may start a new language at Campbell University. This will require taking three semesters of the same language (101-102-201). If a student has had only **one** year of a language in high school, he may take that language at Campbell University and start with 101 at no penalty (he may take 101-102-201 and fulfill the requirements).

The student may choose from the following languages:

A. French
B. German
C. Greek
E. Latin
F. Spanish

Students whose mother tongue is other than English are exempt from the foreign language requirements; however, they must take English 101-102 and pass both courses with a grade of "C" or better.

Students in the Lundy-Fetterman School of Business must have at least two years of the same high school language or pass 101-102 at Campbell University.

Requirements for the Bachelor of Arts Degree with a Major in French or Spanish

The Foreign Language Department offers courses leading to a major in French or Spanish. To achieve a major in French, the student must complete the following courses: French 201-202 (Intermediate French), 221-222 (Survey of French Literature), 231-232 (French Composition and Conversation), 250 (Phonetics and Pronunciation of French), 300 (History and Civilization of France), and three additional French courses above the beginning level.

Similarly, the requirements for a major in Spanish are:
Spanish 201-202 (Intermediate Spanish), 221-222 (Survey of Spanish Literature), 231-232 (Spanish Composition and Conversation), 241-242 (Survey of Spanish-American Literature), 250 (Spanish Phonetics and Pronunciation), and two additional Spanish courses above the beginning level.

Requirements for Teacher Certification in French or Spanish

The requirements for those majoring in French or Spanish and who seek to gain certification to teach in secondary schools are the same as above with the following exception: French or Spanish 400 (Methods and Materials

of Romance Language Teaching) must be taken as one of the additional courses. Then, too, the teaching major must complete the certification requirements of the School of Education.
The following courses constitute minimum requirements for an endorsement in French: French 101-102, 201-202, 221-222 and 231. French 232 is also recommended. In Spanish, an endorsement can be obtained by completing the following courses: Spanish 101-102, 201-202, 221-222 and 231. Spanish 232 is also recommended.

Requirements for a Concentration in French or Spanish

Those who seek a concentration in French or Spanish are required to take a minimum of 18 hours in the chosen language, including 101-102, 201-202, 221-222. As in the General College Curriculum requirements, a student can pass over the elementary courses by having completed two units of the same language in high school.

Requirements for a Minor in a Foreign Language

A minor in French or Spanish requires eighteen hours beyond the elementary level.

Prerequisites: All language courses above the 202 level assume that the student has completed through the 202 level or its equivalent.
NOTE: Courses numbered 201-202 were numbered 111-112 in previous catalogues.

FRENCH COURSES

101-102. Elementary French (3, 3).
Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension.

201-202. Intermediate French (3, 3). (111-112)
Review and development of the basic skills. Prerequisite: 101-102 or equivalent placement.

221, 222. Survey of French Literature (3, 3).
Introduction to the masters of French literature and their major works.

231-232. French Composition and Conversation (3, 3).
Emphasis on improving competency in speaking and understanding standard French and on developing proficiency in the written Language.

250. Phonetics and Pronunciation of French (3).
Individual instruction in French pronunciation and a study of phonetic transcription.

300. History and Civilization of France (3).
Traces the origins and development of French history and civilization, highlighting geography, education and culture.

301. Advanced French Grammar (3).
An elaboration of grammar and idiomatic usage.

340. Seventeenth-Century French Literature (3).
A study of French Classicism.

350. Eighteenth-Century French Literature (3).
A survey of major texts of the "philosophes".

360. Romanticism and Realism (3).
The first part of the nineteenth century in French literature, including major works of authors from Constant to Flaubert.

370. Symbolism and Naturalism (3).
The latter part of the nineteenth century, including major works of authors from Nerval to Zola.

380. Twentieth-Century French Literature (3).
An examination of the major works of leading French authors since 1900.

400. Methods and Materials of Romance Language Teaching (1½).
Principles of pedagogy unique to the teaching of a foreign language.

GERMAN COURSES

101-102. Elementary German (3, 3).
Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

201-202. Intermediate German (3, 3). (111-112)
Continued practice of the basic skills; aspects of German culture. Prerequisite: 101-102.

GREEK COURSES

101-102. Elementary Greek (3, 3)
A survey of the elements of Hellenistic (koine) Greek grammar, illustrated systematically from the Greek New Testament in classroom and language laboratory contexts.

201. Intermediate Greek (3). (111)
Readings from the Greek New Testament coupled with a review of grammar at the intermediate level. Prerequisite: 101-102.

ITALIAN COURSES

101-102. Elementary Italian (3, 3).
Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension. (for elective credit only). (offered only at the Sanford campus of CCCC)

SPANISH COURSES

101-102. Elementary Spanish (3, 3).
Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension.

201-202. Intermediate Spanish (3, 3). (111-112)
Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisite: 101-102.

221, 222. Survey of Spanish Literature (3, 3).
Introduction to the masters of Spanish Literature and their major works.

231-232. Spanish Composition and Conversation (3, 3).
Emphasis on improving competency in speaking and understanding standard Spanish and developing proficiency in the written language.

241, 242. Survey of Spanish American Literature (3, 3).
Reading and discussion of passages from representative authors along with a comparison with Peninsular literature. Attention will be given to regional differences in the culture as they affect the literature of Latin America.

250. Spanish Phonetics and Pronunciation (3).
A study of phonetic transcription and individual instruction in Spanish pronunciation.

301. Advanced Spanish Grammar (3).
An elaboration of grammar and idiomatic usage.

320. Spanish Literature from the Middle Ages through the Renaissance. (3).
A survey of major writers.

331. Spanish Civilization (3).
Traces the origins and development of Spanish history and civilization from medieval to modern times.

340. Spanish Golden Age (3.)
A survey of major writers excluding Cervantes.

341. Latin American Civilization (3).
A study of Latin America from pre-Colombian to modern times.

350. Cervantes (3).
Emphasis on *Don Quijote.*

360. Nineteenth-Century Spanish Literature (3).
A survey of Romanticism, Realism and Naturalism.

370. Generation of 1898 (3).
A survey of major writers.

380. Twentieth-Century Spanish Literature (3).
A survey of major writers.

400. Methods and Materials of Romance Language Teaching (1½).
Principles of pedagogy unique to the teaching of a foreign language.

LATIN COURSES

101-102. Elementary Latin (3, 3).
Introduction to the pronunciation, grammar and vocabulary. The course includes the reading of prose and a survey of the history and civilization of Rome.

201-202. Intermediate Latin (3, 3). (111-112)
Continuation and review of Latin grammar. The course includes readings in Latin prose and a continuation of the survey of Roman history and civilization. Prerequisite: 101-102.

GEOLOGY

PROFESSOR: DR. HOPE (CHAIRMAN)
INSTRUCTOR: MR. JAMES

Requirements for a Minor in Geology

Candidates for a minor in Geology may select from the following courses to complete the total of 18 hours.

111. Physical Geology (4).
A study of earth materials and landforms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time; igneous, sedimentary and metamorphic geology; geologic structures; the action of wind, water and glaciers. Three hours of lecture and two hours of laboratory.

112. Historical Geology (4).
A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111.

113. Physical Geography (3).
A survey of the natural landscape and the forces setting upon it. Introduction to geological and meteorological processes affecting the earth. Three hours of lecture.

114. World Regional Geography (3).
Map survey of selected countries and regions of the world. An examination of topography as it relates to major physical divisions. Emphasis is placed

on the effects of physical boundaries to the relationship of economic and cultural influences.

115. Introduction to Environmental Problems (3).
Ecological and geologic aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution and geologic hazards. Three hours of lecture.

221. Environmental Geology (4).
A practical approach to the role which the geologist plays in identifying and solving environmental problems facing man today. Topics covered include natural resources, water supplies, waste disposal, land pollution, and land management. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 111 and permission of instructor.

223. Elements of Crystallography and Mineralogy (4).
An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals will be studied and a number of mineral species will be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisites: Geology 111 or eight semester hours of Chemistry.

224. Optical Mineralogy (3).
A study of the optical properties of minerals with the aid of petrographic microscope. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223.

326. General Petrology (3).
A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 224.

331. Invertebrate Paleontology (4).
The systematic classification of invertebrate fossils, their geologic range, distribution and probable habitat, and the use of index-fossils in age determination of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

332. Paleobotany (3).
A systematic classification of plant remains, geologic range, distribution, evolution and probable habitat, also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

333. Structural Geology (3).
The recognition, description, and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory, graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours

of laboratory. Prerequisites: Geology 112 and a working knowledge of trigonometry.

345. Principles of Economic Geology (3).
The occurrences, genesis, and the distribution of important metallic, nonmetallic and mineral fuel deposits, plus an introduction to mining and metallurgical processes and techniques. Prerequisites: Geology 223 and permission of instructor.

362. Field Study (1-2).
Geologic field trips of 1 to 2 weeks duration to areas of geologic interest that are located outside normal travel range. The course is usually offered during extended holiday breaks in the school calendar. The amount of credit will be determined by the length and type of field trip. By faculty permission only.

436. Introduction to Field Geology (3).
Study and practice in the basic principles of geologic mapping, sampling, geologic data collection, tabulation, and report writing. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of instructor and working knowledge of trigonometry.

441. Principles of Sedimentation and Statigraphy (3).
A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and Geology 224.

444. Geomorphology (3).
A study of the origin, evolution and classification of land forms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333.

462. Geological Research (2-4).
Open to geology minors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented in thesis form.

GOVERNMENT

PROFESSOR: DR. ABRAHAMSON (CHAIRMAN)
ASSOCIATE PROFESSOR: DR. SCHROEDER
ASSISTANT PROFESSOR: DR. SELLERS
ADJUNCT ASSISTANT PROFESSORS: MS. HAGEN, MR. RIVERA, MR. REYNOLDS

Requirements for a Bachelor of Arts degree with a Major in Government

Candidates must complete, with a "C" average or better, at least 33 semester hours of government courses, which must include Government 229, 230, and 451, plus one course selected from Government 341, 342, or 345. In addition, candidates for a government major must complete the General Curriculum, to include History 221-222, Economics 223-224 and two departmentally selected mathematics courses.

Requirements for a Minor in Government

Students pursuing a minor in government must complete, with a "C" average or better, 24 semester hours including Government 229, 230, and either Government 450 or 451.

Pre-law with a Major in Government or History

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. After consultation with deans of various schools of law, Campbell University's Department of Government and History has developed a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all the college requirements for a Bachelor of Arts degree and gives the student a major in Government (Political Science) or History. The program, which is broad enough to give students specific courses needed to prepare them for the study of law, includes American and English history, Economics, Accounting, Data Processing, Logic, National and State Government, Speech, Sociology, Psychology, and Constitutional History and Law. To meet the foreign language requirements, pre-law students are encouraged to take Latin. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays the important role.

For the specific courses required of each student consult with the Chairman of the Department of Government and History or see the Pre-Law Bulletin.

Requirements for the Bachelor of Applied Sciences degree with a Concentration in Criminal Justice

The Bachelor of Applied Sciences degree is designed to accommodate students who have completed 36 hours of criminal justice courses at a junior college, community college, or technical college but who wish also to obtain a Bachelor's degree. They may transfer to Campbell University no more than 64 semester hours from any combination of two-year general college, technical college, CLEP, or work-related experiences. All programs considered for transfer must be accredited by the regional accrediting agency.

The concentration in Criminal Justice meshes with existing programs already underway in community colleges and technical colleges. The student normally would complete a two-year program in criminal justice and then transfer to Campbell. Since Campbell gives no criminal justice courses, per se, the student must complete at least 36 semester hours in criminal justice elsewhere. During the two years at Campbell, the student will take specified liberal arts courses in Psychology, Sociology, and Government in order to complete the degree requirement (see Criminal Justice Bulletin and page 126 of this catalog).

Requirements for the Bachelor of Science Degree with a major in Social Sciences (Concentration in Government)

Candidates must complete, with a "C" average or better, at least 48 semester hours in social sciences distributed as follows: 24 hours in government to include Government 229, 230, and either 450 or 451; 12 hours of history (111-112, 221-222); and 6 hours each in economics and sociology. See Social Science (Government) Bulletin for specific requirements.

Requirements for a High School Teacher Certification in Social Studies

Students majoring in either Government or Social Sciences (Concentration in Government) who desire certification to teach Social Studies in North Carolina secondary schools must complete, with a "C" average or better, at least 24 semester hours in government, 12 semester hours in history, and 6 semester hours each in economics, geography, and sociology. Candidates should consult the appropriate departmental bulletin and the School of Education.

229. The National Government (3).
Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and functioning of the national government. (Open to Freshmen)

230. State and Local Government (3).
Special attention is given to state-federal relations and to problems of administration, legal procedures, law enforcement, police power, taxation, revenues, and appropriations. Local government is considered briefly. (Prerequisite: Govt. 229)

232. State Legislative Politics (3).
The purpose of this course is to teach the legislative process while also preparing student-delegates for the convocation of the North Carolina Student legislature held annually in Raleigh. Students are required to read a textbook dealing with the state legislative process, to gain a working familiarity with Robert's Rules of Order, and to participate in the research and writing of two bills to be introduced at the state meeting. (Registration is by approval of the professor)

336. American Political Parties (3).
The main topics considered are the origins and development of American political parties, their functions, organization, regulation, campaign methods, and elections. (Prerequisite: Govt. 229)

337. Municipal Government (3).
The history, organization, and administration of American municipal corporations are studied in some detail. (Prerequisite: Govt. 230)

338. Introduction to Public Administration (3).
The purpose of this course is to explore the lasting problems of governmental efficiency and responsiveness as they manifest themselves in the American bureaucratic structure of the late twentieth century. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the point at which public administration becomes accountable. (Prerequisites: Govt. 229, 230)

340. Introduction to Public Policy (3).
The purpose of this course is to inquire into the nature of the public policy-making process as it reveals itself in the initiation, formulation, and implementation of policy. Students will also analyze and evaluate selected national policies. (Prerequisites: Govt. 229, 230)

341. Comparative Democratic Governments (3).
The course makes a comparative study of political institutions and constitutional practices of the United Kingdom, France, and Germany. (Prerequisite: Govt. 229)

342. Comparative Totalitarian Governments (3).
The course makes a comparative study of the basic theories of totalitarianism with particular attention focused on Fascist and Communist governments. (Prerequisite: Govt. 229)

345. International Relations (3).
This introductory course surveys politics among nations, to include the role of international organizations and international law. (Prerequisite: Govt. 229)

351. East Asian History and Politics (3).
(Also History 351.) An introductory survey of the history, culture, and governmental institutions of East Asia, with particular emphasis on Japan

and the People's Republic of China. (Prerequisites: Govt. 229, History 111-112)

443. Medieval Political Thought (3).
(Also History 443 or Philosophy 443.) A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus and William of Ockham. There is some analysis of Muslim and Jewish thinkers as well. (Prerequisites: History 111, Govt. 229)

445. Modern European Political Thought (3).
(Also History 445 or Philosophy 445.) The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. (Prerequisites: History 112, Govt. 229)

446. American Political Thought (3).
(Also History 446.) The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. (Prerequisites: History 221-222, Govt. 229)

447. Ancient Political Thought (3).
(Also History 447 or Philosophy 447.) A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. (Prerequisites: History 111, Govt. 229)

448. Twentieth-Century American Foreign Policy (3).
(Also History 448.) An examination of the formulation and execution of American foreign policy since 1900. (Prerequisites: History 222, Govt. 229)

449, 450. The Development of the American Constitution (3, 3).
(Also History 449, 450.) This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American Constitutionalism today. (Prerequisites: History 221 or 222, as appropriate, and Govt. 229)

451. Seminar in Constitutional Law (3).
A detailed examination of the Supreme Court's landmark cases and their implications. (Prerequisite: Govt. 449 or 450)

452. Internship (3).
A supervised work internship with selected lawyers, governmental agencies, or community organizations designed to give students actual experience in a particular area of government or politics. (Open only to majors with approval of the professor.)

460. Special Topics (3).
Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program. (Arrangements must be made with the professor)

464. Arms Control and Foreign Policy (3).
(Also History 464.) This introduction to modern strategic concepts, theories, and doctrines of deterrence and defense, contemporary defense policies, arms control, and international security problems emphasizes twentieth-century strategic problems and affairs of national security. (Prerequisite: Govt. 345 or 448)

HISTORY

PROFESSORS: DR. ABRAHAMSON (CHAIRMAN), DR. KEYSER, DR. MOORE
ASSOCIATE PROFESSOR: DR. BARGE
ASSISTANT PROFESSORS: MR. EASLEY, MISS SHERWOOD, MR. TUCK

Requirements for the Bachelor of Arts degree with a Major in History

Candidates must complete at least 33 semester hours in history with a "C" average or better, to include History 111-112, History 221-222, at least six semester hours of upper-division (300 and 400) courses in European history, at least six semester hours of upper-division courses in United States history, at least three semester hours of upper-division courses in Third World history, and History 451. Candidates must, in addition, complete the following related courses: Government 229; Economics 223 and 224 (Economic history may be substituted for one of these courses), and either Geography 113 or Sociology 225. History majors should fulfill the College mathematics requirement by taking CIS 125 and Mathematics 160, for which Mathematics 111 can be substituted. See History Bulletin for details.

Requirements for a Minor in History

Students pursuing a minor in history must complete, with a "C" average or better, a minimum of 24 semester hours of history courses, including History 111, 112, 221, and 222. Students who wish to focus their upper-division courses in American history must take at least six semester hours of work in that area plus Government 229. Students who wish to pursue the European history option must take at least six semester hours of work in that area plus English 415 (Shakespeare), Greek 311 (Greek Civilication), or Latin 312 (Roman Civilization). Students interested in the Third World option should take at least nine semester hours work in History 321, 322, 351, 353, or 357.

Pre-law with a Major in Government or History

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. After consultation with deans of various schools of law, Campbell University's Department of Government and History has developed a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all the college requirements for a Bachelor of Arts degree and gives the student a major in Government (Political Science) or History. The program, which is broad enough to give students specific courses needed to prepare them for the study of law, includes American and English history, Economics, Accounting, Data Processing, Logic, National and State Government, Speech, Sociology, Psychology, and Constitutional History and Law. To meet the foreign language requirements, pre-law students are encouraged to take Latin. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays the important role.

For the specific courses required of each student consult with the Chairman of the Department of Government and History or see the Pre-Law Bulletin.

Requirements for the Bachelor of Science degree with a major in the Social Science (Concentration in History)

The candidate must complete, with a "C" average or better, at least 42 hours in the social sciences distributed as follows: 24 hours in history; 6 hours each in economics, sociology, and government.

High School Teacher Certification in the Social Studies

Students majoring in either History or Social Sciences (History) who desire certification to teach social studies in the secondary schools of North Carolina must complete, with a "C" average or better, at least 24 semester hours in history and six semester hours of economics, geography, government, and sociology. The candidate seeking certification should consult both the appropriate departmental bulletins and the School of Education.

111-112. Western Civilization (3, 3).
This survey of Western Civilization from ancient times to the present gives attention to the origins of civilization and relations between the West and non-Western areas of the world.

201. Topics in Military History (3).
A survey of interdisciplinary topics drawn from the Western military experience as appropriate for those seeking a commission in the North Carolina National Guard. (Open to students of the North Carolina National Guard Officers Candidate School)

221-222. United States History (3, 3).
A survey of United States history from the discovery of the New World to the present. (Prerequisites: History 111-112)

309. Pre-Modern Military History (3).
A survey of military history in the world from earliest times until the rise of effective gunpowder weapons. Topics of discussion will include military organization, tactics, great military leaders, and major wars and battles from

both Western and non-Western military traditions. (Prerequisites: History 111-112)

310. The American Military Experience (3).
(Also Military Science 310.) This survey of American warfare gives particular emphasis to grand strategy, theater-level operations, civil-military relations, technological development, military leadership, and the impact of war on American Society. (Prerequisites: History 111-112; History 221-222 are recommended.)

321-322. Latin American History (3).
A survey of Latin American history from the pre-Columbian period through the 20th century. (Prerequisites: History 111-112, 221-222)

331. History of North Carolina (3).
A survey course of the state's political and economic history from the earliest colonial beginnings to the present. (Prerequisites: History 221-222)

332. North Carolina: Its Geography and People (3).
This course examines in depth the geographic and social history of North Carolina. (Prerequisites: History 221-222)

334. American Christianity (3).
(Also Religion 334.) A study of the history, ideas, and influence of Christianity in America. (Prerequisites: History 221-222)

336. General Church History (3).
(Also Religion 336.) Historical study of the major movements and ideas in the church. (Prerequisites: History 111-112)

343. Medieval England (3).
In a survey of the history of the British Isles from the earliest times to around A.D. 1307, particular emphasis is placed on English constitutional history from 500 to 1307. (Prerequisite: History 111.)

344. Stuart England (3).
In a survey of English history during the time of the Stuarts (1603-1714), emphasis is placed on the constitutional struggles of that period. (Prerequisites: History 111-112)

350. Renaissance and Reformation (3).
The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions. (Prerequisites: History 111-112)

351. East Asian History and Politics (3).
(Also Government 351.) An introductory survey of the history, culture and governmental institutions of East Asia, with particular emphasis on Japan and the People's Republic of China. (Prerequisites: History 111-112, Govt. 229)

353. African History (3).
This survey of the history of Africa from the mid-19th century imperial period to the present gives special attention to the institutions and policies of colonial control and the emergence of independent African states as colonization disintegrated. (Prerequisites: History 111-112)

356. Russia and the U.S.S.R. (3).
This study of the evolution of modern Russia from the reforms of Alexander II (1860) to the mid-20th century gives special attention to the Revolution of 1917 and the changes and policies implemented by the Communist regime since World War I. (Prerequisites: History 112)

357. Middle Eastern History (3).
In an examination of the complex history of the Middle East, with major emphasis on events from the late-19th century until the present, attention focuses on political and intellectual developments that help explain the current political, religious, and economic situation of the area. (Prerequisites: History 111-112)

359. American Colonial History (3).
Beginning with the voyages of discovery and ending with the Critical Period, this course emphasizes the development of the political, economic, and social institutions and the individuals who helped shape them. (Prerequisite: History 221)

360. The Federal Period of the American Nation (3).
This in-depth study of early United States history starting with the Treaty of Paris (1763) and going through the War of 1812 emphasizes some of the leading personalities of the period along with its social, political, and economic forces. (Prerequisites: History 221)

362. The Old South (3).
This course exmaines the social, economic, and political history of the South from colonial settlements through the end of the Civil War. (Prerequisite: History 221)

401. Modern European History — 1914 to the Present (3).
A review of the causes and results of World War I is followed by an intensive study of the problems of peace, the rise of new governments, World War II, and the post-World War II period. (Prerequisites: History 112, 222)

402. American Economic History (3).
The evolution of the economy of the United States is traced and analyzed in terms of developments in agriculture, commerce, and industry with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. (Prerequisites: History 221-222)

422. Germany, France, and Italy in the Modern Era (3).
This in-depth study of the social, intellectual, and political history of Germany, France, and Italy begins with the French Revolution and emphasizes the social

impact of the industrial revolution, the effects of modern nationalism, the causes and effects of anti-Semitism, the coming of the Nazi regime, the Holocaust, and the post-1945 recovery. (Prerequisites: History 111-112 and permission of the professor.)

434. Twentieth-Century American History (3).
This issue-oriented colloquium examines selected topics from 20th-century American social, economic, and intellectual history. Each area will be analyzed with respect to its history, the role of the major political parties, and the current status of the government's involvement. (Prerequisite: History 222)

443. Medieval Political Thought (3).
(Also Government 443 or Philosophy 443.) A survey of the political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilus of Padua, John Duns Scotus and William of Ockham. There will be some analysis of Muslim and Jewish thinkers as well. (Prerequisites: History 111, Govt. 229)

445. Modern European Political Thought (3).
(Also Government 445 and Philosophy 445.) The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. (Prerequisites: History 112, Govt. 229)

446. American Political Thought (3).
(Also Government 446.) The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. (Prerequisites: History 221-222, Govt. 229)

447. Ancient Political Thought (3).
(Also Government 447 and Philosophy 447.) A survey of the political writings of Plato and Aristotle, this course will focus on analyses and evaluations of political ideas as well as their historical settings. (Prerequisites: History 111, Govt. 229)

448. Twentieth-Century American Foreign Policy (3).
(Also Government 448.) An examination of the formulation and execution of American foreign policy since 1900. (Prerequisites: History 222, Govt. 229)

449, 450. The Development of the American Constitution (3, 3).
(Also Government 449, 450.) This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of the American Constitutionalism today. (Prerequisites: History 221 or 222, as appropriate, and Govt. 229)

451. Seminar: Historiography and Historical Writing (3).
The course combines reading from several well-known modern historians with research, writing, and extensive criticism of papers produced by members of the seminar. Required of all history majors. (Approval of the professor required)

452. The U.S.A. in the 1960's (3).
Using written and audiovisual materials, discussions, reports, lectures, interviews, and research projects, this course examines many aspects of the 1960's, with particular emphasis given to political, military, social, and cultural developments. (Prerequisite: History 222)

453. Methods of Teaching Social Studies (1½).
In a study of methods of teaching social studies in the secondary school, emphasis is placed on the practical development of useful teaching materials. (Restricted to candidates for North Carolina Teaching Certificate)

454. Internship (3).
A supervised work internship with selected public or private museums, archives, or similar institutions and activities with a historical purpose designed to give students actual experience in public use of history. (Open only to majors with approval of the professor)

455. Revolutionary Europe, 1750-1850 (3).
This survey of the social, economic, and political conditions that led to the French Revolution and its continuing impact on the governments and peoples across Europe extends through the revolutions of 1848 and also addresses the impact of the Industrial Revolution. An in-depth study of revolutionary groups and leaders is provided through individual projects. (Prerequisite: History 112)

460. Special Topics (3).
Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require presentation of subject matter not otherwise included in the academic program. (Arrangements must be made with the professor.)

464. Arms Control and Foreign Policy (3).
(Also Government 464.) An introduction to modern strategic concepts, theories and doctrines of deterrence and defense, contemporary defense policies, arms control, and international security problems emphasizes 20th-century strategic problems and affairs of national security. (Prerequisite: Govt. 345 or History 448)

MASS COMMUNICATION

ASSISTANT PROFESSOR: MR. BRIDGES
INSTRUCTOR: MR. ENSLEY (DIRECTOR)
ADJUNCT INSTRUCTORS: MR. BAILEY, MR. JORDAN, MR. LIPPARD, MR. MELVIN, MR. SCARBOROUGH, MR. THOMAS

The Mass Communication Program prepares students for careers in broadcasting, public relations/advertising, and print media. The professional curriculum concentrates on the development of practical skills needed for success in the mass media industries. The curriculum emphasizes production, management, and writing skills.

Requirements for a Bachelor of Arts Degree in Mass Communication

Mass Communication majors specialize in one of three areas or sequences: broadcasting (radio and television), public relations/advertising, or print media (newspaper and magazine). In addition to the requirements outlined below, each mass communication major must pass a competency test before graduation.

BROADCASTING

Core: Comm 200, 210, 340 and Comm 320 or Comm 114.
Ethics Segment: Rel. 201.
Management Segment (one of the following courses): Comm 330, 333 or 334.
Production Segment (one of the following courses): Comm 322 or 324.
Practicum Segment: Comm 460 and 465.
Electives Segment: seven hours of approved mass communication electives.
Cognate Segment: complete **one** of the following cognates:

Performance Cognate: Dram 323 and Dram 241
Management Cognate: Spch 115 and B Ad 331
Production Cognate: Dram 323 and Art 205

PUBLIC RELATIONS

Core: Comm 200, 211, 341, 320.
Ethics Segment: Rel. 201.
Management Segment (one of the following courses): Comm 331, 333 or 335.
Production Segment (one of the following courses): Comm 322 or 324.
Practicum Segment: Comm 460 and 465.
Electives Segment: seven hours of approved mass communication electives.
Cognate Segment: Art 205 and Dram 114 or Spch 115.

PRINT MEDIA

Core: Comm 200, 212, 342, 114.
Ethics Segment: Rel. 201.
Management Segment: Comm 332.
Production Segment: (one of the following courses): Comm 321, 323 or 325.
Practicum Segment: Comm 460, 465 and 471.
Electives Segment: six hours of approved mass communication electives.
Cognate Segment: Art 205 and Art 206

Requirements for a Minor in Mass Communication

A minor in mass communication requires the completion of a sequence core and twelve additional hours of approved courses in that sequence.

114. Oral Interpretation (3).
Techniques and practice of the oral presentation of prepared works. Emphasis is on gaining the dramatic value from such works, as well as improving vocal techniques.

200 (300). Introduction to Mass Communication (3).
This course examines the origins and structures of the mass media, their roles in society, and selected theories of mass communication.

210 (325). Introduction to Broadcasting (3).
A study of radio and television, including the history of the industries, programming, sales, management, and regulation. The course also covers the operation of basic broadcast equipment.

211 (306). Introduction to Public Relations (3).
Explores the various aspects of public relations, including writing, public speaking, client relations, ethics, issues management, and employment opportunities.

212 (301). Introduction to Print Media (3).
This course emphasizes the basic skills of journalism. Through a variety of practical exercises, students are taught to recognize, understand, and write news. *The Associated Press Stylebook* is emphasized.

250 (327). Issues and Ethics in Mass Communication (3).
Examines some of the major issues faced by professionals in the mass media industries. The issues covered in the course include obscenity, regulation, public service, media ownership, and ethical codes.

320 (328). Speech for Radio and Television (3).
This practical course examines the skills needed for a position as a radio announcer and television reporter/anchorperson. The areas of study include announcing techniques and camera presence.

321 (435). Reporting (3).
This course emphasizes the basic skills needed in entry-level reporting positions with newspapers. The areas covered in the course include information gathering, news judgement, documentation, and news writing.

322 (340). Radio Production (3).
Among the subjects covered in this course are equipment operation, field and studio recording, editing, and production techniques. The students are required to produce a variety of radio programming elements.

323 (436). Copy Editing (3).
This practical course is designed to teach students basic copy editing skills. Students are taught news judgement, proofing, copy correction, headline writing, and the other functions of the copy desk.

324 (345). Television Production (2).
This course examines the basic elements of television production: the principles of videography, camera operation, lighting, audio, and production

management. Students must take Comm 324 and Comm 324L during the same semester.

324L (345L). Television Production Lab (1).
During the lab sessions, the students work with studio cameras, audio equipment, lighting grid, switcher, VCRs, and character generator to produce a variety of video programs. Students must take Comm 324 and Comm 324L during the same semester.

325 (438). Features (3).
Examines the special requirements of magazine and newspaper feature writing. The course includes the recognition, shaping, reporting, and writing of feature ideas in a publishable form.

330 (330). Broadcast Management (3).
Examines the various aspects of a broadcast manager's job: budgeting, employee management, government regulation, and planning. The course culminates in the development of a management plan for a local station.

331 (390). Public Relations Management (3).
Examines the structure of various PR organizations, their scope and function. Also covers financial and resource management, working with jobbers, proposal preparation, client relations, and employee management.

332 (380). Newspaper Management (3).
This course examines newspaper publishing as a business. Through the study of the editorial, advertising, and circulation functions, the students learn the basics of planning and operating a newspaper.

333 (360). Broadcast Sales and Advertising (3).
Explores the process of planning, creating, and selling broadcast advertising. The course covers salesmanship and the creative and technical production processes. During the course, the students prepare a broadcast sales plan.

334 (326). Broadcast Programming (3).
Examines the process of programming radio and television stations. Covers formats, programming tactics, scheduling, purchasing, and promotion. The course includes a group television programming project.

335 (335). Public Relations Campaigns (3).
Students will study the process of preparing a PR campaign, from problem statement and research through production and presentation. The course culminates with the presentation of PR campaigns prepared by the students.

340 (355). Radio and Television News Writing (3).
(Writing for Radio and Television)
A study of broadcast news judgement, news gathering techniques, and the process of writing news for radio and television. The course concentrates on the development of news writing skills and style.

341 (333). Public Relations Writing (3).
Various types of PR writing are examined: press releases, speeches, annual reports, proposals, print and broadcast copy writing, etc. The course emphasizes writing skills, style and grammar.

342 (302). Advanced Print Media (3).
This course emphasizes specialized writing and reporting skills. The students examine public affairs, business, sports, and editorial writing and learn the basics of interpretive, analytical, and investigative reporting.

350 (456). Mass Communication Seminar — Broadcast (3)
(Communication Seminar)
351 (456). Mass Communication Seminar — Broadcast (3)
(Communication Seminar)
352 (456). Mass Communication Seminar — Public Relations (3)
(Communication Seminar)
353 (456). Mass Communication Seminar — Public Relations (3)
(Communication Seminar)
354 (456). Mass Communication Seminar — Print Media (3)
(Communication Seminar)
355 (456). Mass Communication Seminar — Print Media (3)
(Communication Seminar)
356 (456). Mass Communication Seminar — General (3)
(Communication Seminar)
An in-depth examination of an aspect of broadcasting, public relations, print media, or mass communication in general. Seminar topics are determined by demand and vary from practical skills to theory. Among the topics included are electronic news gathering, advanced production techniques, research, political campaigning, newspaper design, regional journalism, and working with clients.

460 (331). Communication Project (2).
(Telecommunication Project)
461 (331). Communication Project (2).
(Telecommunication Project)
A supervised work project in an on-campus mass communication agency. Through the project, students gain practical skills and work experience. Students have worked with the campus radio station, closed circuit television system, sports information, news bureau, and public relations offices.

465 (465). Internship (3).
466 (465). Internship (4).
467 (465). Internship (6).
A supervised off-campus work project with an approved agency. Through the internship, students gain practical skills, employment contacts, and work experience. Students have worked with national networks, television and radio stations, newspapers, public relations and advertising agencies, state government, and video production organizations.

471 (413). Newspaper Practicum (1).
472 (413). Newspaper Practicum (2).
473 (413). Newspaper Practicum (3).
Students gain practical skills and work experience with the campus newspaper, *The Campbell Times*. Staff members serve in editorial, reporting, or sales positions. Permission of the adviser is required for registration.

475 (411). Yearbook Practicum (3).
This course emphasizes the basics of yearbook journalism and examines layout design, photograph selection and copy writing. The course also prepares the student to assist in the actual production of the University's yearbook, *Pine Burr*. Permission of the adviser is required for registration.

476 (412). Yearbook Practicum (1).
477 (412). Yearbook Practicum (2).
478 (412). Yearbook Practicum (3).
The University's yearbook, *Pine Burr*, is produced in this course. Students gain practical skills and experience on the yearbook staff through editorial and reporting positions. Permission of the adviser is required for registration.

MATHEMATICS/COMPUTER SCIENCE

MATHEMATICS

PROFESSOR: DR. J. TAYLOR
ASSOCIATE PROFESSORS: MR.BAIN, DR. NORWOOD (CHAIRMAN)
ASSISTANT PROFESSORS: MR. THOMAS, MRS. TODD, DR. YANG

Requirements for the Bachelor of Science Degree with a Major in Mathematics

The candidate must complete at least 39 semester hours in approved mathematics courses with a "C" average or better. The candidate may select Mathematics 112, 122, and 160. All other mathematics courses counting toward the major must be 200 level or above. Students may receive advanced placement for Mathematics 112, 122, 160, and 223.

Requirements for a Minor in Mathematics

A student must complete a minimum of 18 semester hours at the 200 level or above including Mathematics 233 and 224 with a "C" average or better in the minor.

Requirements for Teacher Certification in Mathematics

A student who desires certification for teaching mathematics in the secondary schools must include in his major courses in linear algebra, geometry,

probability and statistics, modern algebra, and computer sciences. The student should also complete 8 semester hours in physics or chemistry.

PRE-ENGINEERING

Campbell University offers a two year program in pre-engineering. The program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

General requirements: Mathematics 122, 223, 224, 337, 273
Chemistry 111, 113
Physics 251, 252
English 111, 112
Physical Education 111, 185
Electives 21 hours

General College Mathematics Requirement

Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department (one course may be selected from CIS 125, CSC 111, or Phil 221).

Advanced Placement

Advanced placement is determined on an individaul basis and will be contingent upon successful completion of a higher level course with a "C" or better. Students completing Mathematics 122 may also receive major credit for Mathematics 112. Students completing Mathematics 224 may also receive major credit for Mathematics 112 and 122. Students completing Mathematics 224 may also receive major credit for Mathematics 112, 122, and 223. Students taking Mathematics 335 may also receive major credit for Mathematics 160. Those interested in advanced placement should make inquiry in the Mathematics/Computer Science Department.

110. Fundamentals of Mathematics (3).
(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized—addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear and quadratic equations; graphs; "word" problems.

111. Algebra (3).
(Credit in Math 111 is not allowed if student has credit in Math 122). A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

112. Trigonometry (3).
A study of trigonometric functions, derivation of formulas, the solution of right and oblique triangles with practical applications, solving trigonometric equations, and verifying trigonometric identities. Other topics include vectors, complex numbers, and logarithms. Prerequisite: A student should be proficient in algebra and geometry.

122. Analytic Geometry and Calculus I (4).
Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 112 or by permission.

140. Applied Mathematics (3).
Designed for business majors. The course will include topics from matrices, linear programming, game theory, logarithms, and mathematics of management.

160. Elementary Statistics (3).
Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

203. Mathematics Principles (3).
The course will include material from the areas of algebra, geometry, statistics, probability, and the International System of Units. Prerequisite: Math 111 and high school geometry.

223. Analytic Geometry and Calculus II (4).
Topics included: Differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 122.

224. Analytic Geometry and Calculus III (4).
Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminate forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: Math 223.

273. Introduction to PASCAL (3).
An introduction to the basic concepts of programing in PASCAL.

275. Introduction to FORTRAN (3).
An introduction to the basic concepts of programming using FORTRAN.

333. Linear Algebra (3).
A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalant matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic and hermitian forms. Perequisite: Math 122.

335. Introduction to Probability and Statistics (3).
A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

337. Differential Equations (3).
Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations, and special differential equations; operators; Laplace transforms; and applications. Prerequisite: Math 223.

376. Introduction to Numerical Methods (3).
Concerned with the practical solution of problems on computers. Prerequisite: Math 273 or 275, Co-requisite: Math 224. Recommended Math 333.

441. Introduction to Modern Abstract Algebra (3).
A study of the number system, groups, rings, integral domains, and fields. Prerequisite: Math 122 (shall have junior standing).

443. Topics in Geometry (3).
An integrated course which includes set theory, logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries.

445. Advanced Calculus (3).
An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 224 and Math 333.

453. Methods of Teaching Mathematics (1½).
A study of methods of teaching mathematics in the secondary school. A course in general methods is also required.

501. Topics in Math for Elementary Teachers.
Selected topics in mathematics including algebra, geometry, probability, trigonometry. For Elementary (K-4; 4-6; 6-9) Education Majors only.

510. Topics in Geometry.
Proportion and indirect measure, similarity, taxicab geometry, and construction are included in the topics to be covered. This course is open to elementary

teachers with a concentration in mathematics. Also open to advanced Undergraduate and Graduate Students.

522. Number Theory.
The course will include divisors and prime numbers, congruences, Euler's ϕ-function, Diophantine equations, Phythagorean triplets, quadratic reciprocity, and continued fractions. Open to Advanced Undergraduates and Graduate Students.

535. Probability and Statistics.
Topics from probability, random variables, expectation, random sampling, tests of hypothesis and regression. Open to Advanced Undergraduates and Graduate Students.

540. Introduction to Topology.
A study of the basic concepts of general topological space including such topics as compactness, product spaces, connectedness, metric spaces and continuous functions. Open to Advanced Undergraduates and Graduate Students.

COMPUTER SCIENCE

Requirements for a Minor in Computer Science

To receive a minor in computer science a student must successfully (C average on required courses) complete MATH 122 and 18 hours of computer science courses including CSC 111, CSC 112, CSC 211, CSC 212, CSC 311, and a second computer language.

Certificate for Computer Science

Those students who inform the Mathematics/Computer Science Department of their intention to minor in Computer Science prior to the completion of 9 semester hours of Computer Science courses will receive a programming certificate when they successfully complete all requirements of the minor.

111. Introduction to Programming using Pascal (3).
An introduction to the basic concepts of programming using Pascal.

112. Programming Concepts (3).
A continued study of Pascal where emphasis is placed on good programming habits. The student is exposed to the options available in a high level programming language through writing various programs. Prerequisite: CSC 111.

211. Assembly Language (3).
This course covers computer organization, operation, and data representation. Emphasis will be on writing programs in an assembly language. Prerequisite: CSC 111.

212. Operating Systems (3).
This course covers the development of operating systems, CPU scheduling, memory management, file systems, disk scheduling, I/O devices, processing of data sets. Prerequisite: CSC 211.

275. Introduction to Fortran Programming (3).
An introduction to the basic concepts of programming in Fortran.

311. Data Structures (3).
This course covers algorithms associated with data structures. Topics include list, stacks, queues, arrays, strings, trees, double-linked list, and multi-linked structures. Prerequisite: CSC 112.

335. Operations Research (3).
An introduction to the methods and procedures of operations research. Topics include statistical analysis, simulation, Mathematical modeling, probability theory, and reliability.

MUSIC

PROFESSOR: DR. YODER (CHAIRMAN)
ASSOCIATE PROFESSORS: DR. ELMORE, MS. HORTON, DR. PIPER, DR. SCARBOROUGH
ASSISTANT PROFESSORS: DR. STAMP, DR. BROWN
PART-TIME INSTRUCTORS: MS. SCOGGIN, MS. KIRKHUM, MR. ENLOE

Admission into the Department of Music requires an audition and placement tests in Music Theory and, for the non-keyboard major, in piano.

Study on a major instrument is required each semester. A second instrument is studied each semester until the desired level of proficiency is reached. For the non-keyboard major the second instrument is piano. Participation in Choir, Chorale, or Wind Ensemble is required each semester except the Music Education and Church Music programs during the Student Teaching and Practium semesters. A minimum of seven hours in ensembles is required for graduation.

Candidates for graduation must have an overall "C" average on all college work attempted and a grade of "C" or better on each course required in the major area.

The following courses are required of all music majors: 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 331, 332, and 432.

Music Education (Vocal-Keyboard) requirements include the following music courses in addition to those required of all majors: 222, 263, 364, 265, 266, 267, 421, 422, and 453. Half recital the senior year. Total number of hours: 132.

Music Education (Instrumental) requirements include the following music courses in addition to those required of all majors: 263, 264, 265, 266, 266, 267, 323, 401, 423, 453 and minor applied instrument (wind). Half recital the senior year. Total number of hours: 132.

Church Music requirements include the following music courses in addition to those required of all majors: 222, 322, 326, or 327, 427, 428, 429, 437 and 457. The following Religion courses are required in the Church Music curriculum: 101, 202, 212, 222, 224, and 226. One half recital the senior year. Total number of hours: 132.

Composition requirements include the following music courses in addition to those required of all majors: 190, 191, 222, 263, 264, 265, 266, 291, 302, 391, 401, 402, 491. One half recital on the major instrument the sixth semester, and one half recital in Composition required the eighth semester. Total number of hours: 129.

Requirements for the Comprehensive Music curriculum include the following in addition to those required of all majors: 222, 302 and 401. Electives may be chosen from any subject area. Half recital the senior year. Total number of hours: 128.

Piano Pedagogy requirements include the following music courses in addition to those courses required of all majors: 222, 302, 324, 325, 333, 334, 425, 426, 433, 434, 435, and 436. Half recital the senior year. Total number of hours: 130.

Prerequisites: Music 101 and 102 are prerequisites to all credit music courses except the following: 131, 132, 133, 321, 437, Music Ensembles and Applied Music. Music 201, 202 are prerequisites to the following: 302, 331, 332, 401, 402, 432 and 457. Music 101, 102, and 201 are prerequisites to 190. Music courses 190, 191, 291, 391, 491 must be taken in sequence. History 111 and 112 are prerequisites to Music 331. Exceptions to the above must be made with the consent of the instructor and the Chairman of the Department.

A minor in music includes Music 101, 132, 133, 221, four hours of ensemble, three hours of applied music, and one additional three hour music lecture course.

101. Introduction to Theory (2).
The basic rudiments of music, including scales, intervals, primary triads, melody, and rhythm, with written and keyboard application. Brief consideration of the acoustics of music.

102. Introduction to Sightsinging and Ear Training (2).
Aural skills of music, including scales, intervals, primary triads, melody, harmony, and rhythmic dictation on the elementary level.

103. Elementary Tonality (2).
Continued study of elementary music theory including melody, non-harmonic tones, secondary chords, and inversions, modulations, and simple forms with written and keyboard application.

104. Sightsinging and Ear Training (2).
Continuation of aural skills of music, including scales; intervals, primary and secondary triads; non-harmonic tones; melodic, harmonic, and rhythmic dictation on the upper elementary level.

131. Music Appreciation (3).
An introduction to music though a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

132-133. Music Literature (1, 1).
A study of basic vocabulary, forms, periods, and styles of music. An introduction to music literature for freshman music majors.

16l-162. Class Piano-Elementary (1, 1).
Class instruction in piano, elementary level.

201-203. Advanced Tonality (2, 2).
A continuation of Music 103. Included in this study are seventh chords, altered chords, modulation, chromatic harmony, and the keyboard application of the principles studied.

202-204. Advanced Sightseeing and Ear Training (2.2).
A continuation of Music 104. Advanced sightseeing and ear training.

221. Conducting (2).
A study of basic conducting techniques.

222. Choral Conducting and Materials (2).
A study of choral rehearsal techniques, literature, and materials appropriate for junior and senior high school choral groups and church choirs. Prerequisite: Music 221.

222-L. Choral Conducting Laboratory (0).
Practical application of conducting techniques.

263. Woodwind Methods (1).
Study and practical application of the techniques of teaching and playing flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

264. Brass Methods (1).
Study and practical application of the techniques of teaching and playing trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

265. String Methods (1).
Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

266. Percussion Methods (1).
Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

267. Introduction to Electronic Music (1).
A survey of the history of electronic music. Practical application of the basic techniques of tape manipulation and elementary electronic music production. Required of Music Education majors.

302. Tonal Counterpoint (3).
A study of eighteenth century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the analytical study of contrapuntal procedures and devices, creatively applied in progressive exercises.

321. Music for the Classroom Teacher (3).
The methods and materials used by the classroom teacher in presenting music in the elementary grades, including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided. (not offered to music majors.)

322. Advanced Choral Conducting (2).
A study of advanced choral techniques and literature. Special emphasis given to cantata literature. Prerequisites: Music 221, 222.

322-L. Advanced Choral Conducting Laboratory (0).
Practical application of advanced conducting techniques.

323. Instrumental Conducting (replaces Band and Orchestration Administration Music 424) (2).
Review of basic conducting techniques. Study of appropriate literature for pubic school ensembles. Emphasis on score reading and baton technique. Prerequisite: Music 221.

324. Elementary Piano Pedagogy (3).
A study of the methods and materials for teaching piano on the elementary level, including observation of private and class piano.

325. Advanced Piano Pedagogy (3).
A study of the methods and materials for teaching piano on the intermediate and advanced levels, including observation of private and class piano.

326. Service Playing (1).
Techniques and materials used in playing for church services. The course is for the Church Music major whose principle instrument is organ. (Other keyboard majors admitted by permission of the instructor and the Chairman of the Department of Music.)

327. Organ Nomenclature (1).
An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principle instrument is not organ.

331. Music History to 1750 (3).
A chronological study of the development of western music from its origins with emphasis on the growth of musical concepts. Study of composition techniques, styles and the analysis of musical forms. Interrelation of music, painting, sculpture, literature and architecture.

332. Music History 1750-1900 (3).
Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture, and architecture with music.

333. Clavier Literature 1550-1750 (2).
Survey of composers and their works written for the harpsichord and clavichord during the Renaissance and Baroque eras.

334. Piano Literature 1750-1900 (2).
Survey of composers and their major piano works during the Classical and Romantic eras.

401. Orchestration (2).
The study, techniques and history of arranging for orchestra, band and heterogeneous groups. Major project for full ensemble required.

402. Forms and Analysis (3).
A study of small and large forms from choral, piano, and symphonic literature.

421. Music Methods in the Elementary School (3).
A study of techniques of teaching, particular problems and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and university preschool music class constitutes part of the program.

422. Music in the Junior and Senior High School (2).
A study of techniques of teaching, particular problems, and appropriate materials in this age group (12-18); the general music class, the adolescent voice, organization of the choral program and suitable song materials. Laboratory experience in the schools constitutes part of the program.

423. Instrumental Music in the Public Schools (2).
A study and practical application of the techniques of teaching public school instrumental music. Includes marching band techniques, elementary methods, instrument repair, survey of literature and materials, and the organization and maintenance of a public school instrumental program. A section on general music is also included in this course.

425-426. Supervised Teaching of Piano (3, 3).
Experience with teaching piano at various levels, under the guidance and observation of the instructor.

427. Music for Children (3).
A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice, performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and university preschool music class constitutes part of the program.

428. Music for Youth and Adults (3).
A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

429. Church Music Philosophy and Administration (3).
Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved in working with the total church staff and in guiding the work of others.

432. 20th Century Music Literature and Theory (3).
A study of music literature of the twentieth century; trends, "isms," from the Post-Romantic to the present. Analyzation and application of composition techniques of selected composers.

433. 20th Century Piano Literature (2).
Survey of composers and their major works composed for piano during the 20th Century.

434. Piano Literature (Chamber Music) (2).
A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

435-436. Piano Ensemble (1, 1).
A study and performance of literature for piano ensemble at one, two or more pianos.

437. Hymnology (3).
The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody. Role of hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

438. Service Music and Solo Literature (1).
Exploration of the historical background of types of music used in the major worship traditions. Examination of published music with emphasis on the ideal use in corporate worship. Compose music intended to aid in leading the individual to a satisfying worship experience.

453. Music Methods and Materials (1½).
Correlated with Education 453. Designed for music education students in the "block." Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

457. Practicum in Church Music (4).
Conducted on a part-time basis during the final semester of college work. The student observes, aids and ultimately assumes charge of rehearsals and music in the worship service.

461. Recital (1).
Senior year, 50 minutes of music with program notes. Prerequisite: Junior recital with 25 minutes of music.

ENSEMBLES

441. Campbell University Choir (1).
Open to Sophomores, Juniors, and Seniors by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance of secular and scared choral music. The major University Choral Ensemble.

442. Campbell Singers (1).
Open to all students by consent of the director. Emphasis on Renanissance, Baroque, Contemporary, Classical and popular music.

443. Campbell University Chorale (1).
Open to all students and faculty with consent of the director. Performance of secular and sacred music.

452. Woodwind Ensemble (1).
Open to all students and faculty with consent of the director.

454. Jazz Ensemble (1).
Open to all students and faculty with the consent of the director.

455. Bass/Percussion Ensemble (1).
Open to all students and faculty with the consent of the director.

456. Wind Ensemble (1).
Concentration on original wind ensemble and band literature. Major University instrumental organization. Open to all students and faculty with the consent of the director. Concerts on campus and out-of-town.

458. Percussion Ensemble (1).
Open to all students and faculty with the consent of the director.

APPLIED MUSIC

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. Non-music students may receive credit on the same basis as Music Majors by permission of the Chairman of the Music Department.

071, 171, 271, 371, 471. Piano
072, 172, 272, 372, 472. Organ
073, 173, 273, 373, 473. Voice
074, 174, 274, 374, 474. Flute
075, 175, 275, 375, 475. Oboe
076, 176, 276, 376, 476. Bassoon
077, 177, 277, 377, 477. Clarinet
078, 178, 278, 378, 478. Saxophone
079, 179, 279, 379, 479. Percussion
081, 181, 281, 381, 481. Trumpet
082, 182, 282, 382, 482. French Horn
083, 183, 283, 383, 483. Trombone
084, 184, 284, 384, 484. Euphonium
085, 185, 285, 385, 485. Tuba
086, 186, 286, 386, 486. Violin
087, 187, 287, 387, 487. Viola
088, 188, 288, 388, 488. Violoncello
089, 189, 289, 389. 489. Double Bass

COMPOSITION

These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm.Taught as applied music.

190. Composition I (2).
An introduction to compositional styles with a concentration on early 20th century music including impressionism, free tonality, modal writing, and pandiatonicism.

191. Composition II (2).
Further study of 20th century composition with the emphasis on polychords, polytonality, clusters, and heightened chromaticism.

291. Composition III (2).
Examination of 12-tone and serial compositional techniques — Avant garde music will also be explored.

391. Composition IV (2).
Study of electronic music from simple tape manipulation to computer music.

491. Composition V (2).
Major concentration on developing the student's own style, being eclectic from previous course work.

PHYSICAL EDUCATION AND HEALTH

PROFESSOR: DR. LARCHE (CHAIRMAN)
ASSOCIATE PROFESSORS: MR. CARR, MRS. LLOYD
ASSISTANT PROFESSORS: MR. HALL, MR. LEE, DR. PEEL
INSTRUCTOR: MS. WATKINS

Philosophy of the Department

Students are our reason for existence. We are strongly committed to the professional principle of physical education and support varsity, intramural, and club sports. We encourage our students to evaluate realistically where they are and where they would like to be. Once our students have faced reality and evaluated their status, they must be actively involved in shaping their own goals. It is our responsibility to see that the goals are realistic so that together we may ensure success potential.

Physical education is an excellent arena for the development of all pedagogical objectives. Psychomotor development is intrinsic to the field. With proper emphasis on group activity, we can encourage healthy supportive interaction. By nurturing ego involvement and positive reinforcement, we can contribute to the development of effective skills. Finally, by treating the discipline as the academic area it is, we can encourage and direct critical, analytical and creative thinking. The understandings gained from this approach will aid the development of cognitive skills.

The following opportunities are available to men and women in the Physical Education Department:

I. Major Program in Physical Education with Teacher Certification — K-12 (B.S. Degree)
   A. Academic Requirements
      *1. General Degree Requirements (B.S. Degree) Semester Hours

English	12
History and Social Science	12
Foreign Language	3-9
Religion	6
Mathematics	3-6
Fine Arts	3
Speech 113 or 115	2-3
Science Ed 177 and 118 and Biology 221	12
Total	53-63

2. 42 semester hours of Physical Education and Health (Physical Education 185 and general activity course *not* necessary for Physical Education Majors)

Physical Education 100	3
**Physical Education 101-119	6
Physical Education 225 (I & III)	2
Physical Education 236	2
Physical Education 237	2
***Physical Education 241-247	2
Physical Education 325	3
Physical Education 331	3
Physical Education 332	3
Physical Education 335	2
Physical Education 336	2
****Physical Education 340	3
Health 211	3
Physical Education 425	4
Electives (Activities, Coaching Theory, Health, or Physical Education courses)	2
Total	42

3. Recommended — Endorsement in an approved program.
4. Completion of Teacher Certification Requirements

Psychology 222	Education 452
Education 221	Education 453
Education 341	Education 457 or 458
Education 440 or 441	Education 454
Education 431	

*See "General Requirements for Degrees" in the catalogue to determine Specific Course Requirements.

**Activity Requirements must be met through completion of the following courses:

Hrs.		Hrs.
Aquatics ½	Individual and Dual	1½
Gymnastics ½	Team Sports	2
Tumbling ½	Elective	1
	Total	6

***Physical Education 243 is required for all male students — Optional for female students.

****Must have Physical Education 340 prior to Student Teaching.

B. Criteria for Admission to Student Teaching Includes the Following:

1. A minimum grade point average of 2.50 in overall scholastic work; a minimum of 2.00 in the major field, and a C or better in all professional education courses. These averages must be met by the beginning of the semester the student plans to enter the teacher education program.
2. Approval of the major department and the Department of Education.
3. No Probation—academic or otherwise.

4. Satisfactory scores on Core Batteries I and II of National Teachers' Exam.
5. Application for admission to Student Teaching should be submitted by first semester of the junior year and prior to November 1st or March 1st.

Suggested Physical Education Major Curriculum

FRESHMAN YEAR

Fall Semester	Hrs.	Spring Semester	Hrs.
English 101	3	English 112	3
*Language 101 or 201	3	*Language 102 or 202	3
Science Ed. 117	4	Fine Arts - Educ. 131	3
Physical Education 100	3	**Math Elective	3
History 111	3	History 112	3
P.E. Activity	1	Speech 113	2
CEP	½	P.E. Activity	1
	17½		18

SOPHOMORE YEAR

Fall Semester		Spring Semester	
English 201 or 203	3	English 202 or 204	3
*Language 201	3	Social Science Elective	3
Psychology 222	3	Biology 221	4
Health 211	3	Physical Education 236	2
P.E. 237	2	Education 221	3
P.E. 241-247	1	P. E. Activity	1
P.E. Activity	2	P. E. 241-247	1
CEP	½	CEP	½
	18½		17½

JUNIOR YEAR

Fall Semester		Spring Semester	
Religion 101	3	Religion Elective	3
Physical Education 336	2	P.E. 325	3
Physical Education 332	3	Science Ed. 118	4
Education 341	3	P. E. 331	3
P.E. 335	2	P. E. Activity	1
P. E. Activity	1	*P. E. 225I	1
**Math Elective	3	***Endorsement Area	3
CEP	½	(18 to 24 hrs. needed for Endorsement Area)	18
	18½		

SENIOR YEAR

Fall Semester		Spring Semester	
Education 440 or 441	3	Education 431	3
P. E. 425	4	Education 452	3
****Physical Education 340	3	Education 453	1½
Social Science Elective	3	Education 457-458	6
P.E. Elective	3	Education 454	1
P. E. 225III	1		14½
	17		

*Foreign Language 201-202 for students who have had 2 or more years of foreign language in high school and continue in same language. Foreign Language 101-102-201 for students beginning a new language.

**Two courses in Math (above the 110 level); the second course may be selected from any Math course, CIS 125, Philosophy 221 or Math 275. In lieu of two courses in Math, Math 222 may be taken.

***Approved Programs for Endorsements (see area for specific course requirements): Biology, Chemistry, Geology, English, French, History, Mathematics, and Spanish.

****Must have Physical Education 340 prior to student teaching.

II. Major Program in Physical Education without Teacher Certification (B.S. Degree).

1. All General University Requirements (B.S. Degree — same as courses stated in Teacher Certification Program).

	Semester Hours
Total	49-59
2. Biology 111 and Biology 221	8
3. Psychology 222	3
Total	50-60

4. 39 semester hours of Physical Education & Health (Physical Education 185 and general activity course not necessary for Physical Education Majors)

	Semester Hours		Semester Hours
P.E. 100	3	P.E. 335	2
P.E. 101-119	6	P.E. 336	2
P.E. 225	1	Hlth 211	3
P.E. 236	2	P.E. 237	2
P.E. 241-247	2	P.E. 325 or P.E. 425	3/4
P.E. 331	3	Electives	9/10

III. Sport and Fitness Administration

General Program

	Semester Hours
English	12
History 111 & 112	6
Sociology 225 & Sociology 232	6
Foreign Language	3-9
Religion	6
Math Elective	3
CIS 125 (Intro-Computers)	3
Fine Arts	3
Speech 113 or 115	2-3
Biology 111	4
Biology 221	4
CEP	2
	54-61

Business

Business 313 (Marketing)	3
Business 331 (Management)	3
Business 332 (Personnel Management)	3
Business 200 (Philosophy)	3
Economics 224	3
Accounting 213	4
	19

Requirements from Related Areas

Home Economics 227 (Nutrition)	2
Home Economics 327 (Nutrition & Dietetics)	3
Psychology 222	3
	8

Physical Education Requirements

Physical Education 100 (Intro. to Physical Education)	3
Physical Education 237 (Intro. to Sports Medicine)	2
Physical Education 325 (Kinesiology)	3
Physical Education 331 (Organ. & Administration)	3
Physical Education 332 (Measure. & Evaluation)	3
Physical Education 425 (Exercise Physiology)	4
P.E. 350 (Physical Fitness — Program Design I)	3
P.E. 352 (Physical Fitness — Program Design II)	3
P.E. Health 444B (CPR Certification)	1
P.E. (Activities 104, 117, 119 & Elective)	6
P.E. 401 (Internships)	6
Electives 2-5	
Health 211 (Lifetime Health)	3
	40

Suggested Sport and Fitness Administration Major Curriculum

FRESHMAN YEAR

Fall Semester	Hrs.	Spring Semester	Hrs.
English 101	3	English 102	3
History 111	3	History 112	3
Foreign Lang. 101/201	3	Foreign Lang. 102/202	3
Biology 111	4	Religion 101	3
P.E. 100	3	Fine Arts (Educ. 131)	3
		P.E. Activity	1
P.E. Activity	1	CEP	½
CEP	½		18½
	17½		

SOPHOMORE YEAR

Fall Semester		Spring Semester	
English 201 or 203	3	English 202 or 204	3
Psychology 222	3	Sociology 225	3
Foreign Lang. 201	3	Health 444B	1
Health 211	3	Biology 221	4
P.E. 237	2	Econ. 224	3
Home Economics 227	2	P.E. Activity	1
P.E. Activity (117, 119)	1	CEP	½
CEP	½		
	17½		15½

JUNIOR YEAR

Fall Semester		Spring Semester	
Religion Elective	3	Business 332	3
Accounting 213	4	Sociology 232	3
CIS 125	3	P.E. 325	3
Business 331	3	Home Economics 327	3
P.E. 332	3	Math 111, 112, 140, or 160	3
P.E. Activity	1	P.E. Activity	1
	17		15

SENIOR YEAR

Fall Semester		Spring Semester	
Business 200	3	P.E. 331	3
Speech 113 or 115	2-3	P.E. 352	3
P.E. 350	3	P.E. 401	6
P.E. 425	4		
Business 313	3		12
	15-16		

Recommended Elective: CIS 126 — Basic

IV. Endorsement in Physical Education
  A. Teacher Certification (In conjunction with major field)
  B. Twenty-one semester hours of Physical Education and Health

	Semester Hours
Physical Education 100 - Introduction to Physical Education	3
Physical Education 101-119 - Physical Education Activity Course	3
Physical Education 225 - Practicum I and III	1-1
Physical Education 236 - Motor Skills	2
Physical Education 331 - Organization & Administration	3
Physical Education 335 - Adaptive Physical Education	2

Physical Education 336 - Movement Experiences for Children 2
Physical Education 340 - Teaching of Physical Education 2
Physical Education 237 - Introduction to Sports Medicine 2

Total 21

C. Biology 111 and Biology 221 8

V. Concentration in Physical Education for Middle School Majors
A. Teacher Certification (In conjunction with Middle School Grades)
B. Eighteen Semester Hours of Physical Education and Health

Semester Hours

Physical Education 100 3
Physical Education 185 2
Physical Education Activity (101-119) 3
Physical Education 236 3
Physical Education 336 2
Physical Education 335 2
Physical Education 331 3
Physical Education 225 1

Total 18

VI. Minor in Physical Education
A. Twenty-one or twenty-two semester hours of Physical Education and Health

Semester Hours

Physical Education 100 - Introduction to Physical Education 3
Health 111 - Health for the College Student 2
Physical Education Activity (101-119) 3
Physical Education 225I - Practicum I 1
Physical Education 236 - Motor Skills 2
Physical Education 237 - Introduction to Sports Medicine 2
Physical Education 242 - Theory of Coaching Basketball ... 1
Physical Education (241-247) - Theory of Coaching Elective 1
Physical Education 331 - Organization & Administration ... 3
Physical Education 325 - Kinesiology or
Physical Education 425 - Exercise Physiology 3-4

Total 21 or 22

C. Biology 111 and Biology 221 8

111. Health for the College Student (2).
To promote a better understanding of pertinent needs of both the individual and the community. Emphasis is placed on contemporary health problems of the college students.

211. Lifetime Health (3).
An indepth look at one's personal fitness level and the impact of promoting wellness for a lifetime for all members of the community. Emphasis on cardiorespiratory fitness in everyday lives within the school and community by participating in the proper exercise and nutritional programs. This course is designed for Physical Education majors only.

215. Emergency Medical Technician (EMT) (4).
Emergency Medical Technician (EMT) training consists of 105 hours to satisfy certification requirements of the N.C. State Office of EMS. Instruction is by professional rescue and hospital personnel who lecture and demonstrate proper care for the sick and injured patient. Students have ample opportunity to practice these skills and perfect their techniques. Registration fee is $16.00 plus regular university tuition.

333. Elementary School Health (2).
An investigation of the principles and procedures of teaching health in the elementary school with emphasis upon improving the health of the child through healthful school living, health services, and health instruction. For Elementary Education majors only.

444A. First Aid for Elementary Teachers (2).
A study and application of the basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.

444B. CPR Certification (1).
The student will learn to administer cardiopulmonary resuscitation when cardiac arrest is encountered. The person will be certified for the one and two man procedure plus being trained to revive an infant. The Heimlich maneuver is taught to be used for all choking victims.

PHYSICAL EDUCATION

100. Introduction to Physical Education and Health.
A study of the history, principles, and philosophy of physical education; the biological and sociological foundations and their implications for today's society; the application of sound principles in programming to allow the students to make a sound entry into the teacher education program and/or sports fitness management. Knowledge of health as it relates to the physical needs and contributions to the individual's total health status and health values to be derived from participation within the educational realm and in the private sector regarding sports fitness. The course is designed for physical education teachers within the teacher certification area and Sports Fitness majors only.

225. Practicum in Physical Education and Health I, II & III (1, 1, 1).
Students are required to observe and participate in limited teaching experiences with Special Populations as well as with either secondary or university activity

classes. Opportunities are available for structured experience within the elementary school program, for those students having had Physical Education 336. Care is taken by the college instructor to carefully supervise and analyze each student. Emphasis is placed on understanding the relationship which exists between theory and practice. This is a sophomore or junior level course designed to help the student evaluate their decision to become a physical education instructor.

Practicum I — Special Populations
Practicum II — Elementary School Program
Practicum III — Secondary or university classes

236. Motor Skill Development (2).
A study of the development of motor skills from infancy through adolescence with emphasis placed on: (1) the sequential process of an individual's motor behavor, (2) factors influencing skill development and (3) optimal conditions for motor skills development.

237. Introduction to Sports Medicine (2).
A brief review is given to the area of anatomy and physiology. The class is oriented toward training and conditioning with special emphasis in cardiovascular and cadiorespiratory fitness. Care and prevention of the major injuries to the body will be included plus wrapping and taping for these injuries.

241-247. Theory of Coaching (1).
Methods and materials of seasonal planning, training, officiating and game strategy in each sport.

PE 241 - Baseball
PE 242 - Basketball
PE 243 - Football
PE 244 - Soccer
PE 245 - Softball
PE 246 - Track & Field
PE 247 - Volleyball

325. Kinesiology (3).
The scientific study of the mechanics of motion as it applies to human movement. Newton's laws of motion are studied and related to the motion of the human body in the performance of athletic skills. Math 111 is recommended for those planning to take this course. Prerequsites: Biology 221.

331. Organization and Administration of Physical Education (3).
An orientation to policies, standards, procedures, and problems pertaining to organizing and administering Physical Education, Fitness, Intramural, and Athletic programs. Topics of discussion will include facility management; human relations; staff motivation; legal liability; scheduling; staffing; curriculum development; and other related duties of facility managers, coaches, athletic directors and physical educators.

332. Measurement and Evaluation (3).
An introduction to the methods and administration of measuring the various forms of physical education and fitness activities. Elementary statistical procedures will be studied which will enhance the physical education and fitness instructor's ability to evaluate and report the status, achievement, and potential of each individual.

334. Physical Education in the Elementary School (2).
An investigation of the principles, practices, and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For Elementary Education majors only.

335. Adaptive Physical Education (2).
This course is designed to teach the modification of physical education activities for those individuals with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities. Social and psychological problems involved in mainstreaming will also be discussed thoroughly. The main objective is for individuals with handicapping conditions to be integrated into regular physical education and recreation programs with a high degree of success and acceptance.

336. Movement Experience for Children (2).
This course is designed to view the overall development of a child in grades K-6 with an emphasis on planning movement experiences based on the uniqueness of the individual. Students are provided with both observation and teaching experiences in an elementary school. Prerequisite: Physical Education 236.

340. Teaching of Physical Education and Health (3).
The course is designed to cover the needs of students (7-12) in physical education. Units of work on various levels are planned, yearly programs are developed, and activities applicable to all age levels are taught and analyzed.

350. Physical Fitness - Program Design I (3).
Indepth study of the principles of physiology that relates specifically to the design of meaningful fitness programs. Topics include health, cardiovascular endurance, muscular endurance, strength, flexibility, body weights, fitness training, electrocardiograms, age & exercise, and female exercise.

352. Physical Fitness - Program Design II (3).
Practical application of the principles of physiology and psychology to the design of fitness programs. Numerous cases are examined to teach the interaction of the many elements important to the design of fitness programs. Students design programs for and monitor progress of real subjects.

401. Internship (6).
Supervised field experiences in sport and fitness in selected community agencies and/or business organizations which provide sport and fitness programs to employees. Six hours credit in one semester with 130 hours working specifically with an approved organization. Prerequisites: Physical Fitness Program Design I and Physical Fitness Program Design II.

425. Exercise Physiology (4).
The study of the physiological responses and adaptations of the body to the stresses of exercise, training, diet changes, and environmental conditions. The major areas of study are the muscular, cardiovascular and respiratory systems. Prerequisites: Biology 111, Biology 22.

PHYSICAL EDUCATION ACTIVITY COURSES FOR MAJORS

101-119.
The following are laboratory courses for physical education majors with emphasis on the development of skills and understanding of rules as they apply to each sport. Teaching progressions will be integrated into the acquisition of skills by the instructors. Classes meet three hours per week for half a semester. Each course carries ½ semester hour credit. Students must have an overall 2.5 average in physical education activity courses.

PE 101 - Golf
PE 102 - Soccer
PE 103 - Badminton
PE 104 - Fundamentals of Conditioning
PE 105 - Volleyball
PE 106 - Tennis
PE 107 - Baseball
PE 108 - Football
PE 109 - Basketball
PE 110 - Wrestling
PE 113 - Softball
PE 114 - Aerobic Dance
PE 115 - Square Dance
PE 116 - Tumbling
PE 117 - Gymnastics
PE 118 - Track
**PE 119 - Swimming

**Physical Education majors must pass a beginner level swimming proficiency test to take PE 119 swimming class.

Placement in a beginner swimming class is a prerequisite for those majors who cannot pass the proficiency test. However, special consideration will be given those few individuals, who, after completing the swimming course, still are unable to swim proficiently, and a committee will be appointed to determine whether or not the individuals should pass.

FRESHMAN REQUIRED ACTIVITY COURSES*

185. Foundations (2).
A course designed primarily for the purpose of guiding an individual toward the development of a personalized fitness program. Through a series of classroon lectures, students are provided with a background of the scientific and psychological principles underlying an appropriate conditioning program

with emphasis on the effects of exercise on the cardiovascular system. A major segment of the course involves having students participate in a planned sequence of physical activity patterned after Cooper's Aerobics program. Prerequisite: A student will not be admitted to class until a completed physical examination is on file at the Campbell University Infirmary.

111-112.
One semester hour of Physical Education is required of all students. Instruction is offered in history, care of equipment and facilities, fundamental skills, and elementary or advanced strategy in selected activities. The following classes will serve to fulfill the requirement as well as provide elective credit. Any combination of 2 courses carries 1 semester hour credit.

Beginning Aerobics
Advanced Aerobics
Beginning Badminton
Intermediate Badminton
Basketball
Social Dance
Square Dance
Beginning Golf
Intermediate Golf
Gymnastics
Intermediate Marksmanship
Mountaineering
Beginning Orienteering
Intermediate Orienteering
Beginning Rappelling
Intermediate Rappelling
Beginning Self Defense
Intermediate Self Defense
Beginning Skiing
Intermediate Skiing
Soccer
Softball
Beginning Swimming
Intermediate Swimming
Advanced Swimming
Advanced Senior Life Saving with Certification
**Water Safety Instructor
Beginning Tennis
Intermediate Tennis
Track and Field
Volleyball
Wrestling

*If an individual is unable to participate successfully in either a walk program or a run/walk program, he/she may meet the Physical Education 185 and any activity requirement by taking Health 111 and two one-hour courses in selected physical education activity classes. The request for a exemption should be made through the Campbell University Infirmary to the chairman of the Department of Physical Education and Sport and Fitness Administration.

**Current Advanced Senior Lifesaving certificate

Explanation of Swimming Courses

I. Beginner Courses Entrance Requirements
   A. There are no swimming skill requirements for entrance into the course.
   B. The course is designed for the nonswimmer or student who cannot successfully complete the intermediate level skills explained below.

II. Intermediate Course Entrance Requirements
   A. A student demonstrates ability to swim 25 yards on his back.
   B. Student swims 25 yards using the crawl stroke.
   C. Student dives from the deck and swims 15 feet underwater.

III. Advanced Course Entrace Requirements
   A. The student swims 50 yards continuously, using a coordinated stroke on the back.
   B. The student swims 100 yards continuously, using a fully coordinated sidestroke, breaststroke, or crawl stroke.
   C. The student performs survival floating for 5 minutes.

IV. Advanced Senior Life Saving
   A. The student must be able to swim 500 yards continuously.

REQUIRED UNIFORMS FOR ALL STUDENTS

All students in physical education classes must wear a white T-shirt, black shorts and/or black warm-up pants and gym shoes. Uniforms may be purchased at the bookstore.

RELIGION AND PHILOSOPHY

PROFESSORS: DR. COGDILL (CHAIRMAN), DR. KEYSER, DR. WALLACE
ASSOCIATE PROFESSOR: DR. MARTIN
ASSISTANT PROFESSOR: DR. PENNY

Objectives of the Religion and Philosophy Department

A. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western philosophical heritage.

B. To offer advanced elective courses in Religion and Philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interest.

C. To offer concentrations in Religion and Philosophy for those students who have more intense personal and academic interests in such areas of study.

D. To offer a Bachelor of Arts degree with majors in Religion and in Religion and Philosophy as pre-vocational preparation for students entering a religious or church-related vocation or otherwise desiring to major in Religion.

Religion/Philosophy Requirements in the General College Curriculum

Candidates for degrees requiring three hours of Religion must take Religion 101. Candidates for degrees requiring six hours of Religion must take Religion 101 (prerequisite for other Religion courses) and a second course from the 200- and 300-level Religion courses.

Philosophy courses count toward fulfilling part or all of the Social Science/ Philosophy requirement of 6 hours. Moreover, Philosophy 221 (Logic) can count as 3 of the 6 hours required in Mathematics. But Philosophy courses do not count toward fulfilling the Religion requirement unless they are cross-listed as Religion.

Church Vocations Scholarship Requirements

All students receiving scholarships from Campbell University because of their church-related vocations commitment are required to take an average of one Religion course each semester while enrolled at the University. Students should see the Dean of Admissions for further information concerning such scholarships.

Requirements for the Bachelor of Arts Degree with a Major in Religion

Some students who major in Religion will choose to follow a general course of study without selecting a Ministry Specialization. Such students will complete a curriculum which consists of 37 hours of Religion beyond the General College Curriculum requirements. Normally, the Religion major will satisfy the General College Curriculum requirements by taking Religion 101 and 226 (Introduction to Church Ministries) and Philosophy 121 (Introduction to Philosophy). Included in the 37 hours for the major are the following:

A. a department core consisting of Religion 202, 212, 222, and 224.

B. 3 hours from each of the following areas:

I. Biblical studies: Religion 302 (Prophetic Literature), 304 (Poetic and Wisdom Literature), 313 (Teachings of Jesus), 314 (Paul), 317 (John), 319 (Revelation).

II. Historical studies: 334 (American Christianity), 335 (Baptist History), Religion 336 (General Church History).

III. Theological studies: Religion 321 (Contemporary Theology), 323 (Philosophy of Religion), 324 (Ancient/Medieval Philosophy), 325 (Modern Theology/Philosophy).

IV. Religion and Society studies: Religion 340 (Family), 344 (Sociology of Religion).

C. 9 additional hours of Religion (6 hours of which must be 300-level courses)

D. Religion 402 (Senior Seminar)

Other students, however, will desire to combine their academic interests with practical training and supervised experience in a particular Ministry Specialization. Specializations for the Religion major are offered in the following areas:

A. Pastoral Ministry

B. Youth/Education Ministry

C. Social Services/Missions Ministry

The curriculum and total number of hours required in Religion vary with each Ministry Specialization. In each area, however, the student is required to complete the following:

A. the departmental core listed above

B. 15 hours in area I-IV (distribution varying with specialization)

C. a range of practical and interdisciplinary courses supporting the Ministry Specialization.

D. Religion 457 (Practicum in Supervised Ministry)

Requirements for the Bachelor of Arts Degree with a Major in Religion and Philosophy

Students who choose to major in Religion and Philosophy are required to take 18 hours of Religion and 19 hours of Philosophy beyond the General College Curriculum requirements — normally Religion 101 and 226 and Philosophy 121 for majors. The Religion and Philosophy major will complete the following requirements:

A. the departmental core listed above

B. 3 hours each from areas I, II and IV

C. 12 hours of Philosophy including Philosophy 221 (Logic), 323 (Philosophy of Religion), 324 (Ancient/Medieval Philosophy/ Theology), 325 (Modern Philosophy/Theology).

D. Philosophy 402 (Senior Seminar).

Other Departmental Requirements for Majors

A. Residence requirement: All students majoring in Religion are required to complete a minimum of 18 hours of advanced courses at Campbell.

B. Grade point average requirements for graduation: The major must have an overall average of "C" or better for each of the following categories of courses: all work attempted; all work attempted at Campbell; all Religion courses attempted; all Religion courses attempted at Campbell.

C. English requirement: Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

Requirements for a Minor/Concentration in Religion or Philosophy

A minor/concentration is offered in Religion and Philosophy. Students must complete 18 hours beyond the General College Curriculum requirements, with 9 hours numbered 300 and above. Courses are to be chosen under the guidance of the Department Chairman or Religion Faculty Advisor.

RELIGION AND MINISTRIES

101. Introduction to the Bible (3).
A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. The course, or its equivalent, is a prerequisite to all other Religion courses.

202. Old Testament Thought (3).
An historical and systematic study of major Old Testament concepts.

212. New Testament Thought (3).
A study of the developing thought within the New Testament by the means of a chronological consideration of the historical context of its twenty-seven individual books.

222. Basic Christian Beliefs (3).
A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, faith, Christ, Holy Spirit, history, evil and eschatology.

224. Basic Christian Ethics (3). (Also listed as Philosophy 224.)
A systematic study of the ethical implications of faith for the Christian moral life. Included in the study is a comparison of Christian ethics to moral theories held by such philosophers as Plato, Aristotle, Kant and Mill.

226. Introduction to Church Ministries (3).
A study of the history, theology, and practice of the Christian ministry. Attention will be given to understanding the concept of "call" and to deciding upon a specific area of church-related vocation.

227. Pastoral Ministry (3).
An introduction to the principles and practices of the pastoral ministry. Treatment will be given to pastoral identity and calling, ministerial functions, and contemporary issues facing the modern pastor.

228. Missions Ministry (3).
A study of the history and practice of Christian missions with special emphasis on contemporary philosophies and practices of missions.

251. World Religions (3).
A survey of the major religions of the world.

261. Principles of Administration (3).
A leadership approach to the administrative task. The course offers an introduction to principles which should be employed by those who hold church leadership responsibilities.

262. Education Ministry (3).
A study of organizations and methods used in promoting a well-rounded program of religious education through the church, including Sunday School teaching procedures.

302. Prophetic Literature of the Old Testament (3).
A study of selected prophets in their historical contexts. Prerequisite: 202

304. Poetic and Wisdom Literature (3).
A study of Old Testament poetic and wisdom literature in its cultural setting, with special emphasis on the Psalms. Prerequisite: 202

313. Teachings of Jesus (3).
A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the Parables of Jesus. Prerequisite: 212

314. Paul (3).
A study of Paul's life, letters, and thought based on the letters and Acts critically examined. Prerequisite: 212.

317. The Gospel of John (3).
A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: 212

319. The Book of Revelation (3).
A study of the last book of the New Testament in the context of the apocalyptic literature of the Old and New Testaments with a view to discovering its message for today. Prerequisite: 212

321. Contemporary Theology (3).
A study of major nineteenth and twentieth century theologians beginning with Schleiermacher. Theological views discussed include: speculative idealism liberalism, neo-orthodoxy, existentialism, and death of God theology. Prerequisite: 222

323. Philosophy of Religion (3). (Also listed as Philosophy 323.)
An examination of basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language, and others. Prerequisite: 222 or Philosophy 121.

324. Ancient and Medieval Theology and Philosophy (3). (Also listed as Philosophy 324)
An historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, and St. Thomas Aquinas. Prerequisite: 222 or Philosophy 121

325. Modern Theology and Philosophy (3). (Also listed as Philosophy 325)
An historical survey of theology and philosophy from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the pietists, the rationalists, the empiricists, and Kant. Prerequisite: 222 or Philosophy 121

334. American Christianity (3). (Also listed as History 334)
A study of the history, ideas, and influence of Christianity in America. (Prerequisites: History 111-112)

335. Baptist History (3).
A study of Baptists, including their origins, history, principles, and practices.

336. General Church History (3). (Also listed as History 336)
An historical study of the major movements and thoughts in the church. (Prerequisites: History 111-112)

340. Family (3). (Also listed as Sociology 340)
A socio-cultural study of the institution of the family as it exists in a cultural setting. Majority treatment will be given to the American family system and the crucial issues that affect its welfare. Topics include mate selection, husband-wife relationships, marital interactions, marital disruption, and dual career marriages, to name a few.

344. Sociology of Religion (3). (Also listed as Sociology 344)
Investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion will be explored.

360. Preaching (3).
A study of the principles of Biblical interpretation with a view to moving from the text to the sermon, including the mechanics of sermon preparation and delivery.

362. Youth Ministry (3).
A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth programs and projects will be developed for use by the student carrying out a comprehensive youth program in a local church.

402. Senior Seminar (4).
Advanced investigation and research on selected topics in Biblical studies, Church History, Theology, and Philosophy.

457. Practicum in Supervised Ministry (4).
The student participates in a field-learning experience under supervision in his or her chosen area of ministry. Offered Spring semester only.

PHILOSOPHY

121. Introduction to Philosophy (3).
An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, philosophy of religion, and metaphysics.

221. Logic (3).
A study of proper procedures in reasoning. Attention is given to informal fallacies, Aristotelian logic, and modern symbolic logic.

224. Basic Christian Ethics (3). (Also listed as Religion 224)
A systematic study of the ethical implications of faith for the Christian moral life. Included in the study is a comparison of Christian ethics to moral theories held by such philosophers as Plato, Aristotle, Kant, and Mill.

323. Philosophy of Religion (3). (Also listed as Religion 323)
An examination of differing views on basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language, and others.

324. Ancient and Medieval Philosophy and Theology (3). (Also listed as Religion 324)
An historical survey of philosophy and theology, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, and St. Thomas Aquinas.

325. Modern Philosophy and Theology (3). (Also listed as Religion 325)
An historical survey of philosophy and theology from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the pietists, the rationalists, the empiricists, and Kant.

443. Medieval Political Thought (3).(Also listed as Government/History 443)
A survey of the political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilus of Padua, John Duns Scotus and William of Ockham. There will be some analysis of Muslim and Jewish thinkers as well. (Prerequisites: History 111, Govt. 229)

445. Modern European Political Thought (3).
(Also listed as Government/History 445)
The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. (Prerequisites: History 112, Govt. 229)

447. Ancient Political Thought (3).
(Also listed as Government/History 447)
A survey of the political writings of Plato and Aristotle, this course will focus on analyses and evaluations of political ideas as well as their historical settings. (Prerequisites: History 111, Govt. 229)

GREEK

101-102. Elementary Greek (3, 3).
A survey of the elements of Hellenistic (koine) Greek grammar, illustrated systematically from the Greek New Testament in classroom and language laboratory contexts.

201. Intermediate Greek (3).
Readings from the Greek New Testament coupled with a review of grammar at the intermediate level. Prerequisite: 101-102.

THE LUNDY-FETTERMAN SCHOOL OF BUSINESS

DEAN: THOMAS H. FOLWELL, JR.

PROFESSORS: THOMAS H. FOLWELL, JR., WILLIAM H. PETERSON

ASSOCIATE PROFESSORS: CHRISTINE BEASLEY, LAMAR NORWOOD, VASANT RAVAL, ELLEN SIKES, BAYRED VERMILLION

ASSISTANT PROFESSORS: YU-MONG HSIAO, GLORIA LOCKERMAN, JAMES WITHERSPOON, CHRISTIAN ZINKHAN

INSTRUCTORS: DAVID COOKE, WILLIS GUPTON, JONG-MOON WON, MARSHALL WOODALL

Named in honor of the families of the late Burrows T. and Mabel L. Lundy and Lewis M. and Annabelle L. Fetterman of Clinton, North Carolina, the Lundy-Fetterman School of Business officially opened as a separate school on January 9, 1984.

Consistent with the broad goals and strong liberal arts tradition of Campbell University, the School of Business offers at the undergraduate level several curricula built upon the general college curriculum.

The ultimate goal of the Lundy-Fetterman School of Busines is to produce well-educated graduates equipped to become effective and ethical business practitioners. Graduates are expected to perform effectively at entry levels in business and government and to advance to responsible positions of leadership.

The Lundy-Fetterman School of Business offers undergraduate programs in the following areas of study:

BACCALAUREATE	ASSOCIATE
Accounting	General Business
Business Administration	Computer Information Systems
Computer Information Systems	
Economics	
Trust Management	

GRADUATE PROGRAM IN BUSINESS

In the fall of 1978, the Department of Business initiated a graduate program which leads to the Master of Business Administration degree. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. Detailed information about this program is available through the Campbell University Graduate Bulletin on Business.

THE LUNDY CHAIR

Established in April of 1975, the Lundy Chair exposes all business students to the principles of free enterprise by bringing to the campus nationally recognized free market economists.

SOUTHEASTERN TRUST SCHOOL

Sponsored by the Lundy-Fetterman School of Business, the Southeastern Trust School offers a professional two-week intensive residence session each year for Trust Department personnel from member banks of the American Bankers Association. The Southeastern Trust School is accredited by the National

Graduate Trust School for the first year of study at the National Trust School operated by the Trust Division of the American Bankers Association.

EXECUTIVE-IN-RESIDENCE COURSE

Each year the Lundy-Fetterman School of Business offers a course entitled The World of Business taught by a senior business executive. Additional key business personnel from the surrounding community serve as guest lecturers and group leaders at different sessions during the course.

ACADEMIC PROGRAMS

ACCOUNTING

CHRISTIAN ZINKHAN, CHAIRMAN

Requirements for a major in Accounting (BBA): Accounting 213, 214, 323, 324, 333, 334, 335, 336, 443, 444, 543; Business Administration 200, 221, 222, 313, 314, either 331 or 332, 336; Computer Information Systems 125, Economics 223, 224, and two from 357, 453, 447.

213-214. Accounting Principles (4, 3).
A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journals worksheets, financial statement, negotiable instruments and departmental costs.

323-324. Intermediate Accounting (3, 3).
A study of the principal accounting statements. Review of the fundamental processes in recording, classifying and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

325. Managerial Accounting (3).
A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, and what data is relevant and what the uses and limitations of this data are. Prerequisite: Accounting 214.

333-334. Taxation (3, 3).
A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns.

335-336. Cost Accounting (3, 3).
The principles and procedures followed in the assembly and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

443. Auditing (3).
A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisite: Accounting 323, 324.

444. Advanced Accounting (3).
A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisites: Accounting 323, 324.

450. CPA Problems (3).
A review and analysis of problems encountered in a public accounting practice and on the CPA examination. Prerequisites: Accounting 333, 443, Business Law 222.

543. Governmental Accounting (3).
An introduction to the accounting practices of non-profit organizations, including governmental units, colleges and universities, hospitals and other non-profit organizations. Prerequisites: Accounting 213, 214.

BUSINESS ADMINISTRATION

Requirements for a major in Business Administration (BBA): Accounting 213, 214, any 300 level accounting course; Business Administation 200, 221, 222, 313, 314, 331, 332, 336; Computer Information Systems 125; Economics 223, 224, 447, 453, and six semester hours of economics electives. Electives must be selected from junior and senior-level courses.

Requirements for a major in General Business (AA): English 101, 102, 201, or 202; P.E. 185 and one P.E. activity course; Math (either 140, or 160); Psychology 222; Government 229; Religion 101 and one religion elective; Acccounting 213, 214; Business Administration 200, 221, 222, 313, 336; Economics 223, 224.

200. The Philosophy of Business (3).
Nature and function of business; origins and basic morality of private ownership; development of free markets and capitalism; government protection, regulation, and control of business; problems of poverty and famine; inequality; conservation of resources; pollution; monopoly; trade

unionism; automation; and managed currencies. Course includes discussion of business policy for corporate executives.

221-222. Business Law (3, 3).
The student is introduced to constitutional, criminal and tort law as it applies to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

313. Principles of Marketing (3).
A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institutions, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

314. Corporation Finance (3).
A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214.

320. Financial Planning (3).
An overview of the financial planning process including: a study of the financial services industry; the marketing of financial services; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamentals for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning and estate planning. Prerequisites: Accounting 214, Economics 223.

331. Principles of Management (3).
A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

332. Personnel Management (3).
A study of policies, procedures, and techniques involved in the management of people so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

336. Busines Communications (3).
A study of theory and practice in communications for business purposes. Focus is primarily in three areas: the theory, process and problems of communication; development of effective internal communications and practice; development of effective external communications and practice. Prerequisite: Junior Standing.

433. Principles of Insurance (3).
A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, social insurance. Prerequisite: Junior standing, completion of Business Law 222, or approval of instructor.

435. Principles of Real Estate (3).
Fundamental principles and problems in purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles and recording as related to individuals and business organizations and a study of the real estate market. Prerequisites: Business Law 222, Economics 224.

441. Retail Management (3).
A study of retailing institutions from the point of view of principles and methods as applied to location, layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions. Prerequisite: Economics 224.

442. Advertising (3).
The purpose of this course is to provide students with a basic knowlege of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313.

536. Seminar In Management (3).
A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing in Business Administration and permission of the instructor.

550. The Practice of Management (3).
A course designed to focus on an overall organization and to gain an undertanding of the tasks, requirements, responsibilities and practices of the manager. Subject matter discussed covers areas of concern with which all mangers can expect to deal and in which all managers have to be literate regardless of functional background, or purpose and size of their organization. Prerequiste: Senior standing in Business Administration and permission of the instructor.

560. The World of Business (3).
A course designed to relate business theory with real world applications. Seminars, case studies and group discussion are led by business executives. Prerequisite: Senior standing in Business and permission of the School of Business.

COMPUTER INFORMATION SYSTEMS

DAVID COOKE, CHAIRMAN

Requirements for a major in Computer Information Systems (BBA): Accounting 213, 214, and a 300 level accounting course; Business Administration 200, 221, 222, 313, 314, 331, 336, Computer Information Systems 125, 126, 241, 244, 342, 345, 351, 360, 420, 452, 462; Economics 223, 224, 453.

Requirements for a major in Computer Information Systems (AA): English 101, 102; Math 140, 160; History 111, 112; Art or Music 131; one Natural Science course; Religion 101; P. E. 185 and one P.E. activity course; Accounting 213, 214; Business Administration 331, 336; Computer Information Systems 125, 126, 241, 244, 351; Economics 223, 224.

125. Introduction to Computers (3).
A study of the fundamental components and the operational capabilities of a computer system; the general function and purpose of the microcomputer productivity tools: word processing, electronic spreadsheet and data management software.

126. Basic Programming (3).
Interactive computer programming is approached by using problem analysis. Problem analysis will involve determination of steps to produce the desired results, then the translation of those steps into a programming language.

240. Pascal Programming (3).
An introduction to the Pascal programming language which covers flowcharting, programming and debugging. There will be an emphasis on proper programming techniques found in an industrial environment.

241. Cobol Programming I (3).
Introductory COBOL programming involves writing business application programs such as payroll, accounts payable, accounts receivable, and inventory control. Prerequisite: CIS 126.

244. RPG Programming (3).
Introduction to the RPG Programming language using a problem-oriented approach. Programming concepts and techniques are taught by means of a series of programs illustrating typical business applications. Preprequisite: CIS 126.

342. Cobol Programming II (3).
Theory and application of the COBOL programming language will be taught as used in commercial installations. Students will prepare programs from applications commonly encountered in business and industry. Prerequisite: CIS 241.

345. Data Base Management (3).
The structure, design and development of data bases are investigated with emphasis on using the data base management software as an integral component of an information system. Prerequisite: CIS 342.

351. System Analysis (3).
The analysis and design of business systems. The student will learn the concepts involved in the top-down design of a system including all aspects of the investigation, design, implementation, and evaluation of a computer system. Prerequisite: CIS 241 or CIS 244.

360. Business Application Development (3).
A course designed to provide the student with a practice in developing typical business software applications using current programming languages and productivity aids. Prerequisite: CIS 342.

420. Data Communications (3).
The features of centralized, decentralized, and distributed systems will be examined. The impact of distributed systems on the business enterprise will be studied via the medium of case studies. Technological implications of computer hardware, software, and communications are discussed as they relate to the design, development, and implementation of distributed data processing systems.

452. Computer Information System Management (3).
The manager's role in data processing and his relationships and responsibility to those outside the data processing activity and to those inside that activity. The importance of his role in the development of business systems is stressed as well as the latest concepts being utilized. Prerequisite: CIS 351.

462. Computer Informations System Design Project (3).
The student analyzes, designs, and implements a new system or modifies an existing system required on-campus or at a local business.

470. Independent Study (3).
Offered with permission of department chairman.

ECONOMICS

Requirements for a major in Economics (BS), (BA): Accounting 213, Business Administration 200, Economics 223, 224, 333, 334, 453, 459 and 12 semester hours of economics electives. Electives must be selected from junior and senior-level courses. In addition to the above, the student must complete Math 222.

223. Economics (3).
A study of the national economy with emphasis on economic institutions, determination of national income, economic fluctuations, functions of money and banking, the economic role of government, labor problems, international trade, and economic growth.

224. Economics (3).
A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under the different market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333. Intermediate Economic Theory (3).
Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: Economics 223-224.

334. Money, Income, and Employment (3).
A study of the method and concepts of national income analysis with particular reference to the tole of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: Economics 223, 224.

357. Public Finance (3).
A study of the revenues and expenditures of federal, state, and local government, with an analysis of the kinds of taxes and expenditures and of government policy and its impact on full employment, economic growth, and national income. Prerequisite: Economics 223.

447. Business and Government (3).
Legislative, judicial, and administrative efforts to preserve competition; economic theory vs. political actions; government-created monopolies. Prerequisites: Economics 223-224.

448. Quantitative Methods (3).
A study of the use of statistics in evaluating empirical evidence. Topics include: the requirements for a statistical method to be valid, linear programming, and a survey of operations research techniques. Prerequisites: Math 140, 160.

453. Money and Banking (3).
The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224.

454. Labor Economics (3).
Development of trade unions as an institution, their aims and methods. Primary issues in collective bargaining. Economic implications of labor policy. Labor relations and the community. Prerequisites: Economics 223-224.

455. Comparative Economic Systems (3).
Comparative analyses of the economic theories, institutions and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223-224.

456. History of Economic Doctrine (3).
A survey of the development of economic thought from ancient times until the present; the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224.

458. International Economics (3).
A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224.

459. Senior Seminar in Economics (3).
Selected topics with small classes. Prerequisites: Economics 223-224.

460. Independent Study (3).
Offered with permission of department chairman.

TRUST

JAMES WITHERSPOON, DIRECTOR

Requirements for a major in Trust Management (BBA): Accounting 213, 214, 333, 334; Business Administration 200, 221, 222, 314, 320, 336, 433, 435; Computer Information Systems 125; Economics 223, 224, 453; Trust Management 330, 430, 431, 515, 530, 531, 532, 533, 535, 536.

330. Wills, Estates and Trusts (3).
A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will. Trusts as a dispositive device. The planning and administration of property in estates and trusts.

430. Fiduciary Law (3).
A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates and Trusts 330.

431. Introductory Investments (3).
A study of the field of investments, the securities markets—classes and characteristics of each; mathematics of investment; criteria of selection and investment strategies; semester case problem on portfolio organization and management. Prerequisites: Accounting 214 and Corporate Finance 314, or approval of instructor.

515. Operational Functions of a Trust Department (3).
A study of organization staffing, policies, control procedures, and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals, and maintenance of records. Prerequisites: Wills, Estates and Trusts 330, Fiduciary Law 430.

530. Fiduciary Law (3).
A study of the administration of trusts, the duties and powers of the trustee, the liabilities of the trustee and remedies of the beneficiary or third persons, the investment of trust funds, allocation and apportionment of receipts and expenses between principal and income, and the termination or modification of a trust. Prerequisite: Fiduciary Law 430.

531. Advanced Investments (3).
A study of the theories, methods, and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; emphasis placed on case problems. Prerequisite: Introductory Investments 431.

532. Estate Planning Seminar (3). (New Business Development)
A study of the principles of interstate law, taxes, and techniques of planning the disposition of property by will and trust. Fields covered include wills, intervivos trusts, insurance trusts, pension and profit-sharing trusts, business buy-sell agreements. Semester case problem requires analysis and development of a plan and presented to live participants. Considerable emphasis is placed on new business development; postmortem planning. Prerequisites: Fiduciary Law 530 and Taxation 533, or approval of instructor.

533. Taxation (3).
A study of the basic principles and major problems of federal estate and gift tax laws in the light of the Tax Reform Acts. Some attention will be given the problems of local inheritance tax laws with particular attention to recent changes. Prerequisite: Taxation 333.

535. Estate Administration and Accounting (4).
A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of income tax and gift and estate tax returns; investment review; accounting procedures which require the student to inventory assets, set up, and operate a set of accounting ledgers and records for the discharge of fiduciary responsibility, including postmortem planning: prepare all necessary court accounting, make final contribution per terms of the Last Will and Testament. One hour lab session follows each class period.

536. Qualified Retirement Plans (3).
A course designed to familiarize the student with the concept of IRS approved retirement plans, terms used in retirement planning and the basic concepts used in designing the two basic retirement plans - Defined Benefit Pension Plans and Deferred Profit Sharing Plans. The course will attempt to answer basic questions and provide a general working knowledge of the field. Over the semester course, students will develop a Corporate Retirement Plan. Administration, Investment Portfolio Functions, reports and allocation of assets will be emphasized. Prerequisites: Taxation 333 and 533, Introductory Investments 431.

SCHOOL OF EDUCATION

DEAN: DR. THEO STRUM

DEPARTMENT CHAIRMEN:

EDUCATION: DR. MARGARET GIESBRECHT
HOME ECONOMICS: MRS. LEONORE TUCK
MILITARY SCIENCE: LTC OLIVER JOHNSON
PSYCHOLOGY AND SOCIAL WORK: DR. GARY TAYLOR

The School of Education is comprised of the departments of Education, Psychology, Home Economics, Military Science, and Social Work. The School offers majors leading to the Bachelor of Science degree in the following areas: Pre-school and Early Childhood Education; Early Childhood and Intermediate Education; Middle Grades Education; Home Economics Education, General Home Economics; Clothing-Textile-Fashion Merchandising; Home Furnishings Merchandising; Food Service Management; Military Science; Psychology; and Social Work.

In addition, the School offers the professional component for teacher certification in all areas.

PURPOSE

The School of Education has one primary purpose; that is, by program, guidance, example, and influence to develop graduates who excel in their fields and exemplify the ethical and moral concepts of Christianity. Within this setting, the School of Education has as its objectives the following:

1. To coordinate the educational preparation of the prospective teacher and to provide the necessary professional courses and experiences. Teacher education has been and continues to be one of the most important functions of the University since it became a senior college.
2. To provide majors in the area of Elementary Education - Pre-School; Early Childhood, Intermediate and Middle Grades.
3. To provide a major in Psychology.
4. To provide majors in the Home Economics areas.
5. To provide appropriate experiences in the Military Sciences.
6. To provide a major in Social Work.
7. To provide minors in Home Economics, Psychology and Sociology (21 hours each area)
8. To provide graduate programs related to Teacher Education

Graduate Programs In Education

Graduate programs in Education were begun the summer of 1977. Programs leading to a Master of Education Degree are offered in the following areas: Administration, Curriculum Specialist, Counseling, Early Childhood and Intermediate Education, Middle Grades Education, English Education, Math Education, Physical Education, Science Education and Social Science Education. Sixth-year programs (Education Specialist) began in the Fall of 1986 in the areas of Administration, Curriculum Specialist, and Early Childhood Education; a doctoral program in Administration was initiated in the fall of 1987. Detailed information about these programs is available through the Campbell University Graduate Education Bulletin.

EDUCATION

PROFESSORS: DR. STRUM, DR. TURNER
ASSOCIATE PROFESSORS: MRS. GRAY, DR. TAYLOR, DR. GIESBRECHT, DR. SMITH, DR. DAVENPORT
ASSISTANT PROFESSORS: DR. ROSE, DR. PONDER, DR. RIVENBARK, DR. RYAN, DR. KENDRICK, DR. HATCHER, DR. CHANDLER, MR. NICHOLSON

Admission Policy for Teacher Education

All students desiring a program leading to teacher certification MUST be approved for (1) admission to the Teacher Education Program and (2) admission to student teaching.

Application for admission to the teacher education program should be submitted the second semester of the student's sophomore year and prior to November 1 or March 1. The criteria for admission to the program include the following requirements:

1. A minimum grade point average of 2.5 in the major field, in overall scholastic work, and a C or better in all professional education courses.
2. Approval of the major department and of the Department of Education.
3. No conditions or probations, academic or otherwise.
4. Satisfactory scores on Core Batteries I and II of the National Teacher Examination.

Application for admission to student teaching should be submitted by the second semester of the Junior year and prior to November 1 or March 1.

The criteria for admission to Student Teaching include the following:

1. A minimum grade point average 2.50 in overall scholastic work; a minimum of 2.00 in the major field and a C or better in all professional education courses. These averages must be met by the beginning of the semester the student plans student teaching.
2. Approval of Major Department and Department of Education.
3. No probations, academic or otherwise.
4. Approval of Teacher Education Committee.

To qualify for a North Carolina Class A teaching certificate, a Bachelor of Arts or Bachelor of Science degree must be obtained. In addition, all professional course requirements must be met along with satisfactory scores on the National Teachers Examination.

COURSE REQUIREMENTS:

Pre-School and Early Childhood Education

The Pre-School and Early Childhood Education program is designed to prepare students for work in public or private pre-school child care centers as well as certification for public and private teaching in a K-4 program. Requirements for the major are as follows:

Art 321, English 101, 102, 201 or 202, 203 or 204, 303; History 111, 112, 221, 222, 332; Foreign Language 101, 102, 111; Religion 101, Religion elective; Math 111, 203; Science Education 117, 118; Physical Education 185, one Physical Education Activity course, Physical Education 334; Government 229, Home Economics 227, 235, 336, 365, 453; Health 333, 444; Music 131; Geography 113; Psychology 222, 373; Speech 115; Sociology 345; Education 131, 221, 300, 341, 351, 431, 433, 435, 440, 448, 450, 454, 456, 457.

Early Childhood (K-4) and Intermediate (4-6)

The Early Childhood (K-4) and Intermediate (4-6) programs are designed to prepare a student for certification in both the Early Childhood and Intermediate areas. However, with appropriate planning a student may work toward certification in only one of these areas.

Course requirements for the Bachelor of Science degree in the combined Early Childhood and Intermediate areas are as follows:

English 101, 102, 201, or 202, 203 or 204, 303; Foreign Language 101, 102, 111; Music 321; Art 321; Speech 115; History 111, 112, 221, 222, 332; Government 229; Geography 113; Sociology 345; Math 111, 203; Health 333, 444; Psychology 222, 373; Religion 101, Religion elective; Science 117, 118; Physical Education 185, 334, one Physical Education activity course; Education 131, 221, 300, 341, 431, 433, 435, 440, 448, 450, 454, 456, 457.

Middle Grades (6-9)

The Bachelor of Science degree with a major in Middle Grade Education, in addition to the basic program, requires two concentration areas to be selected from Language Arts, Mathematics, Physical Education, Science, and Social Science. All Middle Grades majors are required to have the following:

English 101, 102, 201, or 202; 203, or 204; 303; History 111, 112; Government 229; Sociology 345; Foreign Language 101, 102, 111; Religion 101; Religion Elective; Mathematics 111, 203; Art 321; Physical Education 185, 334, one Physical Education activity course; Science Education 117, 118; Psychology 222, 373; Speech 115; Health 333, 444; Education 131, 221, 300, 341, 352, 431, 434, 436, 441, 449, 451, 454, 456, 457, and two concentraton areas selected from:

Language Arts: English 101, 102, 201 or 202, 203 or 204, 301, 303; Speech 115, Drama 131; Education 300, 434, 441.

Physical Education: Physical Education 100, 185, 236, 331, 335, 336, 3 semester hours from (101-122), and Practicum (1 semester hour).

Mathematics: Mathematics 111, 112, 122, 160 and 3-6 semester hours electives; CIS 125.

Science: Science 117, 118; Geology 111; Biology 111; CIS 125; and one science elective

Social Science: History 111, 112, 221 or 222, 331 or 332, 351 or 357, 353; Government 229; Geography 113; Sociology 345.

Professional Education Sequence (Secondary, Music, and Physical Education):

All students seeking teacher certification are required to take Science 117, 118, and Education 131. These courses will meet the general education requirements for Science and Fine Arts areas.

Students desiring professional certification in a secondary area (9-12), Music, and Physical Education (K-12) must meet all the admissions criteria of the Teacher Education Program and complete the following courses:

Education 221, 341, 441, Psychology 222, and during the student teaching semester, Education 431, 452, 454, subject area Methods, Education 453, 454, and Education 458. Student Teaching (Education 458) is offered in the Spring semester only.

Certification Requirements for Secondary Areas, Music and Physical Education (Subject Area Requirements):

Biology: A minimum of 32 hours in Biology including Biology 111, 202, 203, 327, 342, 430, 437 and; Mathematics 112, 160; Chemistry 111, 113, and 207 or 208, and 228; Physics 221-222 or Physics 251-252; Science Education 453; and the professional Education sequence.

Chemistry: Chemistry 111, 113, 215, 227, 228, 327, 331, 334, 451, and 452; Calculus and one year of Physics; Science Education 453 and the professional Education sequence.

Comprehensive Science: Twenty-four semester hours in either Geology, Biology, or Chemistry; Eight semester hours in each of the sciences; Calculus; Science Education 453, and the professional Education sequence.

English: English 101, 102; 201, 202, 203, 204; 302, 303, three courses from: 401, 402, 403, 404, 405, 406, 407, 408, 410, and 409 or 411, 453 and the professional Education sequence.

Foreign Languages: French: French 111-112, 221-222, 231-232, 250, 300, three additional courses above the beginning level, French 400, 453; and the professional Education sequence.

Spanish: Spanish 111-112; 221-222, 231-232, 241-242, 250, two Spanish courses above the beginning level, Spanish 400, 453; and the professional Education sequence.

History: History 111-112, 221-222, two junior senior level courses in European History, two junior senior level courses in American History, History 451; two additional courses in History; Government 229; Economics 223, 224; Geography 113 or Sociology 225; Social Science 453; and the professional Education sequence.

Home Economics: Home Economics 111, 112, 213, 227, 332, 341, 365, 401, 445, 455, 334, 336, 348, 448a, b, 458; and the professional Education sequence.

Math: Successful completion of at least 33 semester hours in Mathematics above the 200 level and include courses in Linear Algebra and Computer Sciences; Math 453; eight semester hours in Physics or Chemistry; and the professional Education sequence.

Music Education (K-12 Certification): All music majors require Music 101, 102, 132, 133, 201, 202, 231, 331, 332, 432. Music Education (vocal-keyboard) include, in addition to the above, the following: Music 222, 263, 264, 265, 266, 421, 422, 453, Half-recital the senior year. Music Education (instrumental) include, in addition to the above, the following: Music 263, 264, 265, 266, 401, 434, 424, 453, minor applied instrument (wind), Half-recital the senior year; and the professional Education sequence.

Physical Education (K-12 Certification): Physical Education l00, 101-122; 225, 236, 241-247 (2); 331, 332, 335, 336, 340, Health 211, 237, 325, 425, electives (2 hours) and the professional Education sequence.

Social Science: For Social Science certification, select History or Government as a concentration area. In addition six semester hours must be obtained from each of the social sciences, i.e., History, Government, Economics, Sociology and Geography; Social Science 453, and the professional Education sequence.

ENDORSEMENTS: A candidate seeking certification in one area may receive an endorsement in a second area. Endorsement requirements are as follows:

Biology: Biology 111, 112, 327, 342; and 224 or 241

Chemistry: Chemistry 111, 112, 113, 215; 207 or 227

English: Eighteen semester hours of English above English 102 including nine hours in Literature areas.

French: French 101-102, 111-112, 221-222, 223, (French 223 is also recommended)

Spanish: Spanish 101-102, 111-112, 221-222, 231 (Spanish 232 is recommended)

History: History 111, 112, 221-222, twelve additional hours 300 level and above.

Math: Math 222, 223, 224 and two courses from 275, 333, 335, 337, 376, 441, 510, 522

Physical Education: Physical Education 100, 101-122 (3), 225, 236, 331, 335, 336, 340; Health 237; Biology 111 and 221.

EDUCATION

221. Introduction to the Study of Education (3).
Development of our modern educational system, with emphasis on historical background and development; aims of education in a democracy; duties of the teacher; purpose and development of the curriculum; facilities; support; and control of schools. Designed to be a foundation for further study in education and a general college elective. Laboratory experiences included. Required for all prospective teachers.

300. Children's Literature (3).
Designed for Elementary Education majors (K-9). Includes the reading and evaluation of literature for children. Special attention is paid to book illustrations as well as to a variety of methods intended to encourage children to read and enjoy books. Offered in Fall.

341. Early Childhood and Adolescent Development (3).
Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence, parent-child relationships in childhood and adolescence; social education, mental hygiene, and psychosexual development of childhood and adolescence. Laboratory experiences included. Required for all prospective teachers. Prerequisite: Psychology 222.

351. Early Childhood and Intermediate Education (3).
The development, philosophy, and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis will be placed on planning and evaluating appropriate experiences for children ages five through twelve, including those with special needs. Laboratory experiences included. Prerequisite: Education 221. Offered in Spring.

352. Middle Grades Curriculum (3).
The development, philosophy, and goals of the 6-9 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis will be placed on planning and evaluating appropriate experiences for pre- and early adolescent students aged twelve through fourteen or fifteen. Laboratory experiences included. Prerequisite: Education 221. Offered in Spring.

431. Educational Psychology (3).
A study of the application of psychological principles to the educational processes. Included are: teaching models; the implementation of the learning process; the transfer of learning; the utilization of instructional technology; performance assessment; and the evaluation of research in Educational Psychology. Laboratory experiences included. Required of all teacher education majors. Prerequisite: Psychology 222.

433. Language Arts for Early Childhood and Intermediate Education (3).
Emphasis is placed on an integrated, holistic approach to language arts instruction. Developmental theory, diagnostic-prescriptive teaching approaches, and both formal and informal assessment models are utilized in building and understanding of the purposes and structure of the language arts program at the K-6 level. Laboratory experiences included. (Required for Early Childhood and Intermediate certification.) Offered in Fall.

434. Language Arts for Middle Grades Education (3).
Language Arts instruction is approached from an integrated holistic perspective. Developmental and instructional theories are presented as a basis for understanding the purposes and structure of the language arts program designed for middle grades. Specialized topics such as materials and diagnostic-prescriptive procedures are treated. Laboratory experiences included. (Required for Middle grades certification.) Offered in Fall.

435. Mathematics for Early Childhood and Intermediate Education (2).
Prerequisite: Math 111 and 203 or equivalent. Presents modern techniques and methods of teaching mathematics to young children. Special emphasis is given to the use of three dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one corrrespondence, and cardinal and ordinal use of numbers. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and material appropriate for classroom and laboratory work. (Required for Early Childhood and Intermediate certification.)

436. Mathematics for Middle Grades Education (2).
Prerequisite: Math 111 and 203 or equivalent. Presents modern techniques and methods of teaching mathematics to pre- and early-adolescent pupils. Special emphasis is placed on the developmental nature of the mathematics program, on the "Why" (concept) rather than the "How" (process), on independent thinking, and on developing inpre- and early-adolescent an understanding of the number system. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Middle Grades Certification.)

440. The Teaching of Reading in the Early Childhood and Intermediate Grades (3).
The principles of organizing a reading program and teaching elementary pupils to read. Stresses methods, materials, and basic research in reading. Covers

diagnosis and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experiences included. (Required for Early Childhood and Intermediate certification.) Offered Fall and Spring.

441. The Teaching of Reading in the Middle and Secondary Schools (3).
This survey course in developmental and corrective reading instruction considers issues, objectives, methods, and materials for grades 6-12. Specific areas covered are: an understanding of the nature of reading; initial reading procedure; word perception and reading comprehension skills; diagnosis and corrective techniques; location, evaluation and selection of appropriate reading materials; grouping for reading activities; and a variety of methods and materials. Includes teaching of reading in the content areas. Laboratory experiences in schools constitute part of the requirement. (Required for Middle Grades and Secondary certification.) Offered Fall and Spring.

448. Social Studies for Early Childhood and Intermediate education (2).
The development of multidisciplinary basic Social Studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, on techniques for developing classroom experiences that encourage social growth, techniques that develop cultural awareness, and techniques that develop independence and personal value system. (Required for Early Childhood and Intermediate certification.) Offered in Spring.

449. Social Studies for Middle Grades Education (2).
An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for pre- and early-adolescent pupils. Emphasis is placed on the structure and process of the Social Studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum; establishing objectives; planning units; developing a general teaching model; evaluting behavioral changes; and selecting and utilizing learning materials, specialized equipment, and resources. (Required for Middle Grades certification.) Offered in Spring.

450. The Science Curriculum, Methods and Materials for Early Childhood and Intermediate Education (2).
A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of field resources—natural and human, and evaluation and integration of science concepts and skills into the total learning environment for young children. (Required for Early Childhood and Intermediate certification.) Offered in Spring.

451. The Science Curriculum, Methods and Materials for the Middle Grades (2).
A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, class instruction,

individualized learning through interest centers, development of field resources—both natural and human, and evaluation and integration of science concepts and skills in the life patterns and career choices of pre- and early-adolescent pupil. (Required for Middle Grades certification.) Offered in Spring.

452. The Secondary School (3).
The continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims; purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education; and an evaluation of the comprehensive high school. (Required for Secondary certification). Offered in Spring.

453. Gerneral Methods in Teaching Secondary School (1½).
Study of the general methods, techniques, practices and the selection and organization of instructional materials, and teaching methods appropriate to the several high school subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in materials and methods of each subject area concentration. Both the general methods and subject area methods are required for certification. Offered in Spring.

454. Audio-Visual (2).
Audio-visual materials and techniques. Principles underlying the selection, production, and use of materials for instructional purposes in the fields of teaching, and social services. Laboratory experiences in the operation of equipment and preparation and evaluation of instructional and learning aids. (Taken in block.)

455. Non-Certification Practicum (6).
Designed for Elementary Education majors who are not seeking teacher certification. Maybe used to fulfill requirements for graduation in lieu of student teaching. By permission of advisor.

456-457. Student Teaching Practicum (Early Childhood, Intermediate, Middle Grades)
Student teaching is conducted on a full-time basis during the second half of the first or second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program. (Six hours each semester.)

458. Student Teaching (6) (Secondary)
Student teaching is conducted on a full-time basis during the second half of the second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each

student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program. Offered in Spring semester only.

HOME ECONOMICS

ASSOCIATE PROFESSORS: MRS. TUCK (CHAIRMAN), MRS. KING
ASSISTANT PROFESSORS: MS. JOHNSON
VISITING PROFESSOR: DR. CALLOWAY

Requirements for a Major: A candidate for the Bachelor of Science degree in either Home Economics Education, Clothing-Textile-Fashion Merchandising, Home Furnishing Merchandising, Food Service Management, or General Home Economics must satisfactorily complete at least 32 semester hours of Home Economics courses in the areas of Foods and Nutrition, Human Growth and Development, Family Relationships, Clothing and Textiles, Housing, Interior Design, Pre-school and Nursery School, Consumer Management and Economics, Consumer Education, and the requirements specific to the major subject area.

Requirements for a Major in Home Economics Education, leading to North Carolina Public School Certification:

General College Curriculum

I. HUMANITIES AND FINE ARTS . . . . . 27 s.h.

ENGLISH . . . . . 12 s.h.

Eng. 101-Comp	(3)
Eng. 102-Comp	(3)
Eng 201/202 Brit Lit	(3/6)
Eng 203/204 Ame Lit	(3/6)

RELIGION . . . . . 6 s.h.

Rel 101-Intro	(3)
Rel upper level	(3)

FOREIGN LANGUAGE . . . . . 6 s.h.

_____	(3)
_____	(3)
_____	

FINE ARTS . . . . . 3 s.h.

Education 131	(3)

II. SOCIAL & BEHAVIORAL SCIENCE . . . . . 9 s.h.
Hist 111-West Civ (3)
Hist 112-West Civ (3)
Econ 224 or Soc 225 or Psy 222 (3)

III. NATURAL SCIENCE & MATH . . . . . 14 s.h.
Two laboratory courses:
Science Ed. 117 (4)
Science Ed. 118 (4)
Two courses from: (6)
Math 111-Algebra or
Math 112-Elem Func or
Math 140-Applied or
Math 160-Cal or
CIS 125

IV. HEALTH & PHYS. ED. . . . . 3 s.h.
PE 185-Foundations (2)
PE 111-Activity (1)

V. HOME ECONOMICS
CORE COURSES . . . . . 28 s.h.
HEC 111-Food Sci (3)
HEC 112-Clothing Const. (3)
HEC 213-Home Furnish (3)
HEC 227-Nutrition (2)
HEC 332-Textile (3)
HEC 341-Human Growth Dev (3)
HEC 365-Family Rel (3)
HEC 401-Sem. Aspects Env (2)
HEC 445-Consumer Ed (3)
HEC 455-Home Res (3)

HOME ECONOMICS EDUCATION . . . . . 16.5 s.h.
HEC 334-Curr Dev (3)
HEC 336-PreSch/Nur (3)
HEC 348-Housing (3)
HEC 448a-Occp Ed (3)
HEC 448b-Job Training (3)
HEC 458-Methods (1.5)

VI. EDUCATION . . . . . 20.5 s.h.
Ed 221-Intro (3)
Ed 341-(HEC 341)
Ed 431-Ed Psy (3)
Ed 441-Reading (3)
Ed 452-Sec. Sch (3)
Ed 453-Methods (1.5)
Ed 454-Audio Vis (2)
Ed 458-Student Teach (6)

VII. ELECTIVES ..... 10 s.h.
HEC 450-Women in culture (3)

Requirements for a Major in Clothing-Textile-Fashion Merchandising with a Minor in Business Administration - Marketing or Retail Merchandising:

General College Curriculum

I. HUMANITIES AND FINE ARTS ..... 27 s.h.
ENGLISH ..... 12 s.h.
Eng. 101-Comp (3)
Eng. 102-Comp (3)
Eng 201/202 Brit Lit (3/6)
Eng 203/204 American Lit (3/6)

RELIGION ..... 6 s.h.
Rel 101-Intro (3)
Rel upper level (3)

FOREIGN LANGUAGE ..... 6 s.h.
_____ (3)
_____ (3)
_____

ART ..... 3 s.h.
Art 131 (3)

II. SOCIAL & BEHAVIORAL SCIENCE ..... 9 s.h.
Hist 111-West Civ (3)
Hist 112-West Civ (3)
Econ 224 or Soc 225 or Psy 222 (3)

III. NATURAL SCIENCE & MATH ..... 14 s.h.
Two laboratory courses from Bio, Chem, Physics, Geo
_____ (4)
_____ (4)
Two courses from: (6)
Math 111-Algebra or
Math 112-Elem Func or
Math 140-Applied or
Math 160-Cal or
CIS 125

IV. HEALTH & PHYS. ED. ..... 3 s.h.
PE 185-Foundations (2)
PE 111-Activity (1)

V. HOME ECONOMICS
CORE COURSES ..... 28 s.h.
HEC 111-Food Sci (3)
HEC 112-Clothing Const. (3)

HEC 213-Home Furnish (3)
HEC 227-Nutrition (2)
HEC 332-Textile (3)
HEC 341-Human Growth Dev (3)
HEC 365-Family Rel (3)
HEC 401-Sem. Aspects Env (2)
HEC 445-Consumer Ed (3)
HEC 455-Home Res (3)

FASHION MERCHANDISING . . . . . 9 s.h.
HEC 222-Tailoring (3)
HEC 456-Internship (3)
Art 101-Design (3)

VI. BUSINESS COURSES . . . . . 18-30 s.h.
Econ 223*(**)-224* (6)
Actg 213*(**)-214*(**) (6)
BA 313-Marketing (3)
BA 221**-Bus. Law (3)
BA 331-Prin Mgt (3)
BA 332-Personnel (3)
BA 441-Retail Mgt (3)
BA 442-Adver (3)

VII. ELECTIVES . . . . . 0-11 s.h.
HEC 450-Women in culture (3)

*Minor - Business Administration
**Minor - Marketing

Requirements for a Major in Home Furnishing Merchandising with a Minor in Business Administration - Marketing or Retail Merchandising:

General College Curriculum

I. HUMANITIES AND FINE ARTS . . . . . 27 s.h.
ENGLISH . . . . . 12 s.h.
Eng. 101-Comp (3)
Eng. 102-Comp (3)
Eng 201/202 Brit Lit (3/6)
Eng 203/204 American Lit (3/6)

RELIGION . . . . . 6 s.h.
Rel 101-Intro (3)
Rel upper level (3)

FOREIGN LANGUAGE . . . . . 6 s.h.
_____ (3)
_____ (3)
_____

ART . . . . . 3 s.h.
Art 131 (3)

II. SOCIAL & BEHAVIORAL SCIENCE . . . . . 9 s.h.
Hist 111-West Civ (3)
Hist 112-West Civ (3)
Econ 224 or Soc 225 or Psy 222 (3)

III. NATURAL SCIENCE & MATH . . . . . 14 s.h.
Two laboratory courses from Bio, Chem, Physics, Geo
_____ (4)
_____ (4)
Two courses from: (6)
Math 111-Algebra or
Math 112-Elem Func or
Math 140-Applied or
Math 160-Cal or
CIS 125

IV. HEALTH & PHYS. ED. . . . . 3 s.h.
PE 185-Foundations (2)
PE 111-Activity (1)

V. HOME ECONOMICS
CORE COURSES . . . . . 28 s.h.
HEC 111-Food Sci (3)
HEC 112-Clothing Const. (3)
HEC 213-Home Furnish (3)
HEC 227-Nutrition (2)
HEC 332-Textile (3)
HEC 341-Human Growth Dev (3)
HEC 365-Family Rel (3)
HEC 401-Sem. Aspects Env (2)
HEC 445-Consumer Ed (3)
HEC 455-Home Res (3)

HOME FURNISHING . . . . . 23 s.h.
HEC 199-Archit/Drafting (3)
HEC 299-Hist Furn/Design (3)
HEC 348-Housing (3)
HEC 356-Internship (3)
Art 101-Design (3)
Art 201-Drawing (3)
HEC 313-HF workshop (2)
HEC 399-Prob/Int Design (3)

VI. BUSINESS COURSES . . . . . 18-30 s.h.
Econ 223°(°°)-224° (6)
Actg 213°(°°)-214°(°°) (6)
BA 313-Marketing (3)

BA 221**-Bus. Law (3)
BA 331-Prin Mgt (3)
BA 332-Personnel (3)
BA 441-Retail Mgt (3)
BA 442-Adver (3)

VII. ELECTIVES .....0-11 s.h.
HEC 450-Women in culture (3)

*Minor - Business Administration
**Minor - Marketing

Requirements for a Major in Food Service Management with a Minor in Business Administration - Marketing:

General College Curriculum

I. HUMANITIES AND FINE ARTS .....27 s.h.
ENGLISH .....12 s.h.
Eng. 101-Comp (3)
Eng. 102-Comp (3)
Eng 201/202 Brit Lit (3/6)
Eng 203/204 American Lit (3/6)

RELIGION .....6 s.h.
Rel 101-Intro (3)
Rel upper level (3)

FOREIGN LANGUAGE .....6 s.h.
_____ (3)
_____ (3)
_____

ART .....3 s.h.
Art 131 (3)

II. SOCIAL & BEHAVIORAL SCIENCE .....9 s.h.
Hist 111-West Civ (3)
Hist 112-West Civ (3)
Econ 224 or Soc 225 or Psy 222 (3)

III. NATURAL SCIENCE & MATH .....14 s.h.
Two laboratory courses from Bio, Chem, Physics, Geo
_____ (4)
_____ (4)
Two courses from: (6)
Math 111-Algebra or
Math 112-Elem Func or
Math 140-Applied or
Math 160-Cal or
CIS 125

IV. HEALTH & PHYS. ED. . . . . 3 s.h.
PE 185-Foundations (2)
PE 111-Activity (1)

V. HOME ECONOMICS
CORE COURSES . . . . . 28 s.h.
HEC 111-Food Sci (3)
HEC 112-Clothing Const. (3)
HEC 213-Home Furnish (3)
HEC 227-Nutrition (2)
HEC 332-Textile (3)
HEC 341-Human Growth Dev (3)
HEC 365-Family Rel (3)
HEC 401-Sem. Aspects Env (2)
HEC 445-Consumer Ed (3)
HEC 455-Home Res (3)

FOOD SERVICE MANAGEMENT . . . . . 21 s.h.
HEC 221-Meal Mgt (3)
HEC 321-Quantity Cookery (3)
HEC 327-Adv Nut/Diet The (3)
HEC 328-Sani/Safety (3)
HEC 421-Food Ser Mgt (3)
HEC 431-Super. Exp. (6)

VI. BUSINESS COURSES . . . . . 18-27 s.h.
Econ 223°-224 (6)
Actg 213°-214° (6)
BA 313-Marketing (3)
BA 331-Prin Mgt (3)
BA 332-Personnel (3)
BA 441-Retail Mgt (3)
BA 442-Adver (3)

VII. ELECTIVES . . . . . 0-8 s.h.
HEC 450-Women in culture (3)

°Minor - Business Administration

Requirements for a Major in General Home Economics:

General College Curriculum

I. HUMANITIES AND FINE ARTS . . . . . 27 s.h.
ENGLISH . . . . . 12 s.h.
Eng. 101-Comp (3)
Eng. 102-Comp (3)
Eng 201/202 Brit Lit (3/6)
Eng 203/204 American Lit (3/6)

RELIGION ..... 6 s.h.
Rel 101-Intro (3)
Rel upper level (3)

FOREIGN LANGUAGE ..... 6 s.h.
_____ (3)
_____ (3)
_____

ART ..... 3 s.h.
Art 131 (3)

II. SOCIAL & BEHAVIORAL SCIENCE ..... 9 s.h.
Hist 111-West Civ (3)
Hist 112-West Civ (3)
Econ 224 or Soc 225 or Psy 222 (3)

III. NATURAL SCIENCE & MATH ..... 14 s.h.
Two laboratory courses from Bio, Chem, Physics, Geo
_____ (4)
_____ (4)
Two courses from: (6)
Math 111-Algebra or
Math 112-Elem Func or
Math 140-Applied or
Math 160-Cal or
CIS 125

IV. HEALTH & PHYS. ED. ..... 3 s.h.
PE 185-Foundations (2)
PE 111-Activity (1)

V. HOME ECONOMICS
CORE COURSES ..... 28 s.h.
HEC 111-Food Sci (3)
HEC 112-Clothing Const. (3)
HEC 213-Home Furnish (3)
HEC 227-Nutrition (2)
HEC 332-Textile (3)
HEC 341-Human Growth Dev (3)
HEC 365-Family Rel (3)
HEC 401-Sem. Aspects Env (2)
HEC 445-Consumer Ed (3)
HEC 455-Home Res (3)

GENERAL HOME ECONOMICS
Electives ..... 10-18 s.h.

VI. ELECTIVES ..... 37 s.h.
HEC 450-Women in culture (3)

An Interdisciplinary Program in Education and Home Economics with emphasis in Pre-school and K-4 certification must satisfactorily complete the requirements of both Departments.

HOME ECONOMICS

111. Food Science (3).
Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage, and preservation. Laboratory work is coordinated with the lectures.

221. Meal Management (3).
The planning, marketing, storing, preparing, and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111.

227. Nutrition (2).
A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to all students.

321. Quantity Cookery (3).
Principles of food preparation applied to a large quantities with emphasis on menu planning, food service, and institutional equipment. Offered only every even year in the fall semester. Laboratory coordinated with lectures. Prerequisite: Home Economics 221.

327. Nutrition and Dietetics (3).
Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism, the study of the development and uses of therapeutic diets. Offered only every odd year during the Spring semester. Prerequisite: Home Economics 227.

328. Sanitation and Safety (3).
A study of the causes, effects, and procedures for prevention of food service related illness, and injuries.

421. Food Service Management (3).
A study of the principles that apply in the management of food service personnel, cost analysis and control, procurement system analysis, planning and organizing a food service operation.

431. Food Service Management Supervised Experience (6).
Field experience under direct supervision of a registered dietitian.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

341. Early Childhood and Adolescent Development (3).
Emphasis on the influence of the home on human development. Observation and/or participation in the nursery school and child care center.

365. Family Relationships (3).
A study which includes interpersonal relationships of family members as a factor on individual development and problems associaterd with individual adjustments and group relationships. Emphasis is on democratic orientation of family living.

CLOTHING AND TEXTILES

112. Clothing Selection, Dress Design and Construction (3).
The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction.

222. Fashion Apparel Fundamental and Tailoring (3).
The functions of fashion markets, social and economic impact of fashion apparel, fashion designers, fashion merchandiser and merchandise promotion. Laboratory centers on aspects of tailoring.

332. Textiles (3).
A study of Textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics. Laboratory coordinated with lectures.

HOUSING, INTERIOR DESIGN AND MANAGEMENT

107. Contemporary Housing and Management for the Young Careerist (2).
A course designed to aid young career men and women in understanding personal problems in everyday living with emphasis on an understanding of the function, economic, and aesthetic qualities of suitable housing. A study of design for comfort, convenience, and character; construction; building materials; and amenities of contemporary housing as it has been influenced by our architectural heritage.

109. Handicraft (2).
An introduction to various creative handicraft using different mediums — yarns, craft, needlework, fabric design, and handicrafts.

213. The House and its Furnishings (3).
A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste, and individuality. Laboratory coordinated with subject matter.

313. Home Furnishings Workshop (2).
A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, drapery making, and the making of small accessories. Includes working with a furniture store, or interior designer.

348. Housing (3).
The social, economics and aesthetic factors of house design and its relationship to its environment.

445. Consumer Economics and Management(3).
Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying.

455. Management of Human Resources/Residence (3).
A study which includes the principles of management in the house with emphasis on values as they affect the use of human resources. Application of these principles is done through residence in the Home Management House. Prerequisite: Home Economics 221, Home Economics 445.

HOME ECONOMICS EDUCATION

334. Planning and Evaluating the Home Economics Program (3).
A study of planning and evaluating of Home Economics curriculum in secondary schools as it relates to the overall school and community program. Observation in schools is included.

336. Pre School and Day Care Administration.
A study of the processes involved in administration and licensing of Pre-school programs.

401. Seminar—Aspects of the Personal Environment (2).
A course designed to study the past, present, and future of Home Economics. Emphasis is on the history of Home Economics, job opportunities in the various areas of home economics, the role(s) of home economics in personal development, and global concerns of the environment. Course required of all juniors and seniors. Offered every odd year.

438a. Pre-Vocational Education (3).
A course designed forthose who wish to teach in pre-vocational education programs. Emphasis on role of pre-vocational education in vocational curriculum, sources and uses of occupational information, organizational patterns, teaching approaches, and youth activities. Observation in middle schools included.

438b. Pre-Vocational Education — Service Occupations — Service Laboratory (3).
A course designed for those who wish to teach in the service area of Pre-Vocational Education. Included are service area teaching approaches,

evaluation techniques and resources, and emphasis on development of instructional media.

448. Occupational Education (3).
A survey and analysis of various occupations related to Home Economics with emphasis on teaching methods, materials, and techniques of presentation.

450. Women in our Culture (3).
The course focuses on the equal opportunities of the male and female persons for individual development and career advancements. This course allows students to look at their own lives, the move out in widening circles to bring in the social and historical context of women's present-day status. Special topics include: women, law and public policy; women and politics; women in the labor force; marital relationships and mental health; and women, health, and the media. Open to all students.

453. Methods of Teaching Home Economics (1.5).
A study of the methods and materials appropriate for teaching in home economics areas of instruction.

INTERNSHIP PROGRAMS

156-456. Clothing—Textile—Fashion, Home Furnishing Merchandising, Home Economics Education Subject Areas Internship (3).
Nine-week internship program with a cooperating store for "on-the-job-training-program." For Clothing—Textile—Fashion, Home Furnishing Merchandising, and Home Economics subject areas.

466. Home Economics Extension Trainee Program (3).
Supervised internship program with County agents in a cooperative program with the Department. Offered only to those who are interested in Home Extension programs.

INDEPENDENT STUDIES (1-3).

199. Planning the Functional Home and Architectural Drawing (3).
Basic needs and wants in housing with emphasis on functional design. Problems in drawing homes to scale using architectural equipment and symbols.

299. Interior Design and Decoration (3).
A more extensive study of period decoration including dominant influences and characteristics of historical interiors, furniture, ornamental design, and architecture. Elements of design wtih major emphasis on color and space reinforce the basic knowledge of the general home furnishings course.

399. Problems in Interior Design (3).
Practical problems in interior planning with the use of fabrics, rugs and carpets; furniture selection and arrangement; and the use of accessories for the traditional or contemporary home.

MILITARY SCIENCE

PROFESSOR: LIEUTENANT COLONEL JOHNSON (CHAIRMAN)
ASSISTANT PROFESSORS: CPT. KELLETT-FORSYTH, CPT. FACISON, CPT. KOONE, CPT. DAILY, CPT. FIELDS, CPT. JOHNSON, CPT. FITE
INSTRUCTORS: SERGEANT MAJOR HOLLIS, MASTER SERGEANT GOODMAN, SERGEANT DONALDSON

OBJECTIVES:

The objectives of the Army ROTC Program are to attract, motivate and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a pratical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

SCOPE

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all fulltime freshmen and sophomores, and its completion is a prerequisite for Advanced Course application. Prior military science or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactory complete the Advanced Course are commissioned Second Lieutenants upon graduation.

BASIC COURSE

The Basic Course consists of MS 101, 102, 103, 201, 202, and PE 111, 112 courses taught by Military Science Faculty. Students satisfy Basic Course requirements by taking any four of the above courses; however MS 202 is a mandatory course that must be taken before entry into the Advanced Course.

101. Military Organization (1).
An orientation to the US Army concentrating upon the historical development of ROTC and related customs, courtesies and traditions of uniformed service. One (1) lecture hour per week.

102. Basic Leadership and Management (1).
An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics and the decision making process. One (1) lecture hour per week.

103. How to Study (1).
An introduction to the practical application of studying. Emphasis is on study techniques to include planning and time utilization, outlining and note taking, and preparing for and taking examinations. Special problems related to written requirements, foreign language study, and other disciplines are analyzed. One (1) lecture hour per week.

201. Studies in Decision Making (2).
A study in progressive leadership concentrating on leadership models, personality, and the perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Two (2) lecture hours per week.

202. Land Navigation and Tactics (2).
An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Two (2) lecture hours per week.

221. Basic Camp (3).
An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced Course. Six (6) week summer program at Ft. Knox, KY for Cadets from universities and colleges of the entire nation.

PHYSICAL EDUCATION COURSES WITH MILITARY SCIENCE CREDIT:

111. Marksmanship (1).
111, 112. Orienteering and Mountaineering (1).
111, 112. Beginning-Intermediate Self Defense (1).
111, 112. Scuba and PADI Certification. (1)
112. Skiing (1).

301. Unit Level Command Responsibilities (3).
A study in leadership from the prospective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and one (1) laboratory hour per week.

302. Terrain Analysis (3).
An integrated course of academics and military skills combining advanced land navigation with squad level tactics. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and two (2) laboratory hours per week.

311. Military Leadership and Behavior (3).
This course includes case studies of eight successful military leaders. Each leader is biographically studied and excerpts from his career which emphasize valuable leadership characteristics are analyzed.

312. Military Administration (3).
This course includes instruction and practical exercises in the following areas: Administrative Records, Correspondence Management, Files Management, DA Publications Management, Personnel Management, Promotion and Reduction System, Miltary Boards and Investigations, Mail and Safeguarding Classified Information, Financial Management, Office Career Management, and Awards and Decorations.

321. Applied Military Leadership (3).
An intensive practical application of leadership and military skills for Advanced Course students. Six (6) week summer program conducted at Fort Bragg, N.C. for all Advanced Course cadets from universities and colleges of the eastern seaboard states.

401. Basic Officer Course Preparation (3).
Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small Unit Administration, Human Self-Development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and Decorations, and Fundamentals of Management. Three (3) lecture hours and one (1) laboratory hour per week.

402. Advanced Leadership and Management (3).
Studies in military staff organization and procedures to include topics essential to newly commissioned officers. These subjects are customs and traditions of the Service, Ethics and Professionalism, Written and Oral Communications, Personnel and Training Management, Military Justice, Law of War, International Law, US Army Logistics, Maintenance Management, and Soviet Army Indoctrination. Students prepare and present military science instruction to military science classes. Three (3) lecture hours and two (2) laboratory hours per week.

411. Military Operations (3).
Course content includes company and battalion tactical doctrine and specialized operations. Stresses students' leadership ability through academic study and practical exercises in small unit tactical doctrine and related topics. Subjects include Map Reading, Troop Leading Procedures, Principles of War, Formations and Battle Drill, Offensive Tactical Doctrine, Defensive Tactical Doctrine, Retrograde Operations, Infantry-Tank Combined Operations, Tactical Communications, Fire Support Planning, Combat Intelligence, and Combat Leadership Problems.

412. Military Logistics Management (3).
This course includes instruction and practical exercises in the following areas: Small Unit Supply Procedures; Organizational Maintenance Management; Dining Facility Management; Supporting Service in the Field; Organization of a Supply Point; Motor Convoy Operations; Formal Property Accountability; Requisitioning, Receiving, Storage and Issue Procedures; and Records Inspection.

421. The Western Military Experience (3). (History 510)
A survey of modern warfare in the West, with particular emphasis on civil-military relations, technological developments, grand strategy, domestic tensions in wartime, and military leadership.

MILITARY SCIENCE DEGREE PROGRAM

The Military Science Department offers a major in Military Science for students who are enrolled in Army ROTC and are planning careers as professional Army Officers. Campbell is the only school in the southeast which offers a degree program in this field. The requirements for Bachelor of Science Degree are outlined below. Individuals with prior military service may be given credit for appropriate courses based on experience and military education.

Core Courses

Art, Music or Drama 131	3
English	12
Foreign Language	12*
History 111, 112	6
Math	6
Physics, Biology, Chemistry or Geology	12
Religion	6
Physical Education 100, 185	3
	Total 60

*Up to six hours may be satisfied by two or more high school units.

Government 229. National Government	3
Government 345. International Relations	3
Geography 113. Physical Geography	3
MS311. Military Leadership Styles	3
MS312. Military Administration	3
MS411. Military Operations	3
MS412. Military Logistics Management	3
MS421. American Military History	3
	Sub-total 24
Army ROTC Program	21
*Enrichment Courses	12
	Sub-total 33
Electives	10
	Total 128

*To be selected from not more than two related disciplines subject to approval by the Professor of Military Science.

PSYCHOLOGY

ASSOCIATE PROFESSORS: DR. TAYLOR, DR. GIESBRECHT, DR. DAVENPORT
ASSISTANT PROFESSORS: MR. NICHOLSON, DR. PONDER

All candidates for the Bachelor of Science degree with a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the general college curriculum requirements.
2. Grades — a minimum grade point average of 2.0 in all work attempted.
3. Approval of the psychology faculty and the Chairman of the Department.

Requirements for a major in Psychology: 36 semester hours including Psychology 222, 260, 330, 364, 366, 368, 461, 463, 480. Electives may be chosen from additional Psychology offerings. No more than 9 hours may be received through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in Biology and Sociology. Anyone planning work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics). The foreign lanuage recommended for graduation is either French or German.

222. General Psychology (3).
A study of the various fields of psychology; the developmental process; motivation; emotion; frustation and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers.

232. Social Psychology (3). (Sociology 232)
The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgement; rumor; leadership; crowd behavior, social movement. Offered in Spring.

260. Developmental Psychology (3).
The effect of the bio-social field on man and the psychological evolution through the life span. Offered in Fall.

330. Research Methods in Behavioral and Social Sciences (4). (SOWK 330)
An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Offered in Spring.

364. Psychology of Personality (3).
A study of the normal personality including a review of factors which influence personality and individual differences. Offered Fall and Spring.

365. Industrial Psychology (3).
A study of psychological principles as applied to business and industry, to employer-employee relationships, and to producer and consumer behavior. Offered on demand.

366. Statistics I (3).
(See Mathematics 160).

368. Psychology of Learning (3).
A survey of the major concepts and experimental methods of learning. Offered in Spring.

369. Physiological Psychology (3).
A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems. Offered in Fall.

372. Perception (3).
A study of vision, auditory, chemical senses and psycho-physical methods. Offered alternate Spring.

373. Psychology of Exceptional Children (3).
A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities. Offered in Fall.

385. Psychology Club Seminar (1).
Psychology majors who have been active in the psychology club for one sesmester may receive l semester hour credit for club membership. The student will be expected to research an area of interest related to psychology and will formally present his findings at one of the regularly scheduled club meetings.

461. Abnormal Psychology (3).
A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisite: 9 hours of Psychology. Offered in Spring.

463. Educational and Psychological Testing (3).
The principles of educational and psychological tests in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application

of these tests to educational and psychological measurement. Laboratory fee, two dollars. Offered in Spring.

467. Statistics II (3).
A study in statistical inference, correlational techniques, "T" tests, and analysis of variance will be considered. Offered alternate Spring.

471. Clinical Psychology (3).
A survey of the field of clinical psychology concerning the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 461 and 364. Offered in Spring.

475. Theories of Personality (3).
A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only. Offered Fall and Spring.

480. History of Psychology (3).
This course is an over-all view of the origins of movements, psychological concepts, and fields of study. Prerequisite: 12 hours of psychology. Offered in Fall.

490. Practicum in Mental Retardation (3).
Practicum at a daycare setting for the developmentally disabled or an institution for the mentally retarded. Students will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of classroom activities. Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

492. Practicum Techniques of Counseling (3).
The student will work approximately a half-day per week in a work setting, e.g., with a mental health counselor, public school counselor, probation officer, or psychologist at the Harnett Youth Center (a correctional institution). The student will also participate in an on-campus seminar involving readings and discussions of various aspects of counseling, role-playing, listening to tapes, etc. Students will perform activities congruent with the professional person with whom they are working, e.g., testing, interpreting tests, obtaining social histories, etc. The student will also write papers concerning some aspect of counseling and his work experiences. He will also develop and write a paper concerning his own philosophy and theory of counseling. Supervision will be arranged through the staff of the work setting and the faculty at Campbell.

497. Practicum Internsive Work Experience (6)
Selected upperclassmen will have the opportunity to work full time during a summer session in the Harnett County Youth Center and O'Berry Center. The students will be supervised by the staff of the institution and faculty at Campbell and will be involved in certain activities expected of a staff psychologist at the respective institution.

499. Independent Study (3).
A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

SOCIAL WORK

PROFESSOR: DR. WALLACE
ASSOCIATE PROFESSOR: DR. TAYLOR
ASSISTANT PROFESSORS: MR. NICHOLSON, MR. CAMPBELL
PART-TIME INSTRUCTORS: DR. LEE, DR. CALLOWAY
DISTINGUISHED VISITING PROFESSOR: DR. KEITH-LUCAS

All candidates for a major in Social Work must be officially admitted to the Social Work program. The standards for admission to the program include:

1. Satisfactory progress and completion of the general education curriculum requirements.
2. A minimum of a 2.0 grade point average on all work attempted.
3. Approval of the faculty in the Social Work program.

Requirements for a major in Social Work are as follows: Social Work 201, 242, 321, 322, 330, 341, 342, 390, 480, 481, 492, 493; Sociology 225, 226, 232, 340, 345, 359, 360; and Psychology 222, 364, 373, 461. The recommended mathematics is Math 160 and Data processing. Sociology 340 may be counted as Religion 340.

SOWK 201. Introduction to Social Work (3).
The field of social work, brief history of the development of social work agencies, analysis of social case work, goal oriented group processes and the community organization role of the social worker. Prerequisites: Sophomore, junior or senior standing and a declared major in Social Work, Religious Education, Law Enforcement, or Psychology.

SOWK 242. Community Organization (3).
The American community as a social system; relationships between major institutional sub-systems in the community; functioning within the organizational structure of an agency and relating to the larger community system; organizational structure and dynamics; the community agency relationship.

SOWK 321. Social Work Methods I (3).
Methods of social work, focusing on the individual and the family; interviewing techniques; developing social histories; the dynamics of the helping relationships; methods of evaluating treatment. A variety of theoretical models

are presented. Students are encouraged to examine values, ethics, and attitudes as they relate to the development of an effective helping professional. Prerequisites: SOWK 201, junior status, and a declared major in Social Work. Offered in Fall.

SOWK 322. Social Work Methods II (3).
Continuation of Social Work Methods I; work with groups emphasizing structure, dynamics and stages of groups; the role of the leader in the group; ethical issues in group work. Various theoretical models will also be examined. Prerequisites: SOWK 321, junior status, and a declared major in Social Work. Offered in Spring.

SOWK 330. (Psychology 330) Research Methods in Behavioral and Social Science (4).
An introduction to the basic research methods in behavioral and social science. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Offered in Spring.

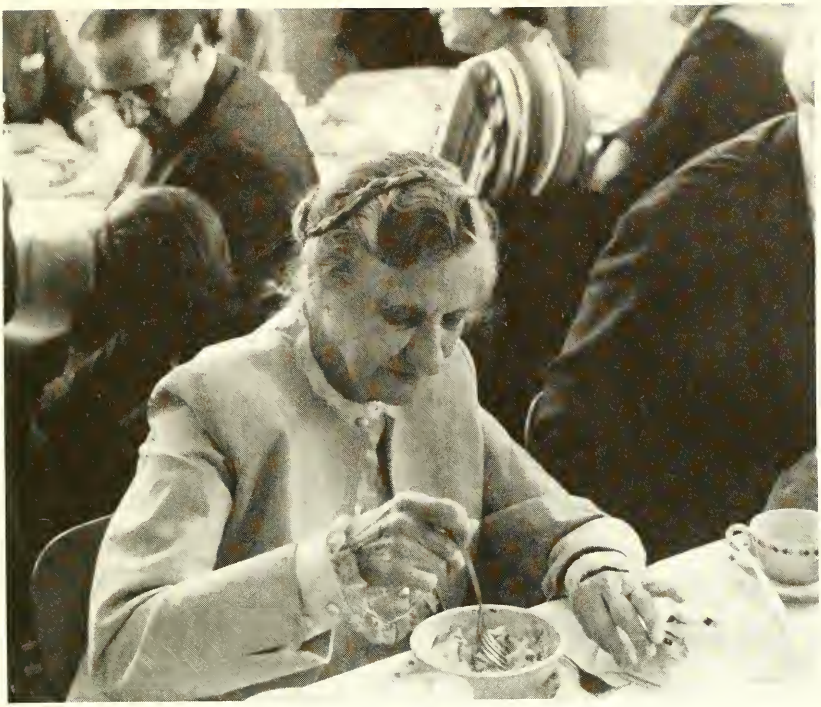
SOWK 341. History and Systems of Social Welfare (3).
Development of social welfare as an emerging institution; English Poor Law; development of social welfare systems in the United States from the Colonial period to the present; analysis of each historical period in terms of the philosophical values and view of humans each reflects. Prerequisites: SOWK 201, junior status, and a declared major in Social Work. Offered in Fall.

SOWK 342. Social Welfare Policy (3).
Social welfare policy: programs, policies, and issues examined within an analytic framework; eligibility criteria; types of benefits, service delivery systems, and financing; values reflected by choosing particular policy options. Prerequisites: SOWK 341, junior status, and a declared major in Social Work. Offered in Spring.

SOWK 390. Early Field Experiences in Social Work (3).
Development of beginning skills in providing direct services to clients in a variety of settings. Students work a minimum of eight hours each week for a total of 100 hours distributed over the duration of the course under professional supervision in a community service agency. Students attend a weekly seminar in which knowledge gained from the field experience is shared. This field experience is intended to orient the student to the helping professions early in the college career. Prerequisites: SOWK 201, permission of the instructor.

SOWK 480. Senior Seminar I (1).
Advanced seminar integrating social work theory and practice.

SOWK 481. Senior Seminar II (1).
Continuation of Senior Seminar in Social Work I. (Ethics) Prerequisite: SOWK 480.



SOWK 492. Internship in Social Work I (6).
SOWK 493. Internship in Social Work II (6).
Field experience supervised by a faculty member holding the M.S.W. degree in Social Work in an approved social welfare agency, mental health clinic, home for the aged, correctional institution, or a setting approved by the Social Work faculty for a minimum of 400 hours during the senior year. Application must be made to the course instructor at the beginning of the regular semester preceding the practicum. Students are responsible for all transportation needed in the practicum. Students who have previously received credit from working in a specific agency may be required to choose a different agency for the practicum. Prerequisites: Satisfactory completion of courses specified by the Department of Social Work and approval of the Department. SOWK 492 & 493 may be taken over two semesters (200 hours each) or full-time during the summer. (400 hours).

SOCIOLOGY

Sociology 225. Principles of Sociology (3).
A scientific study of human social interaction and society. Specific topics include culture, institutions, groups, collective behavior and population.

Sociology 226. Social Problems (3).
The nature and extent of social problems in contemporarylife are examined in terms of cause and constructive methods of treatment and prevention.

Sociology 232. (Psychology 232) Social Psychology (3).
The study of patterns of interaction of personalities which characterize social life. The study of the group's influence on personality through status and role, rumor, leadership, crowd behavior, and social movements. Offered in Spring.

Sociology 340. (Religion 340) The Family (3).
Among the topics discussed are the development of the family as a social institution, the family in various cultures, and the relationship of the family to the other institutions of contemporary American society. Offered in Fall.

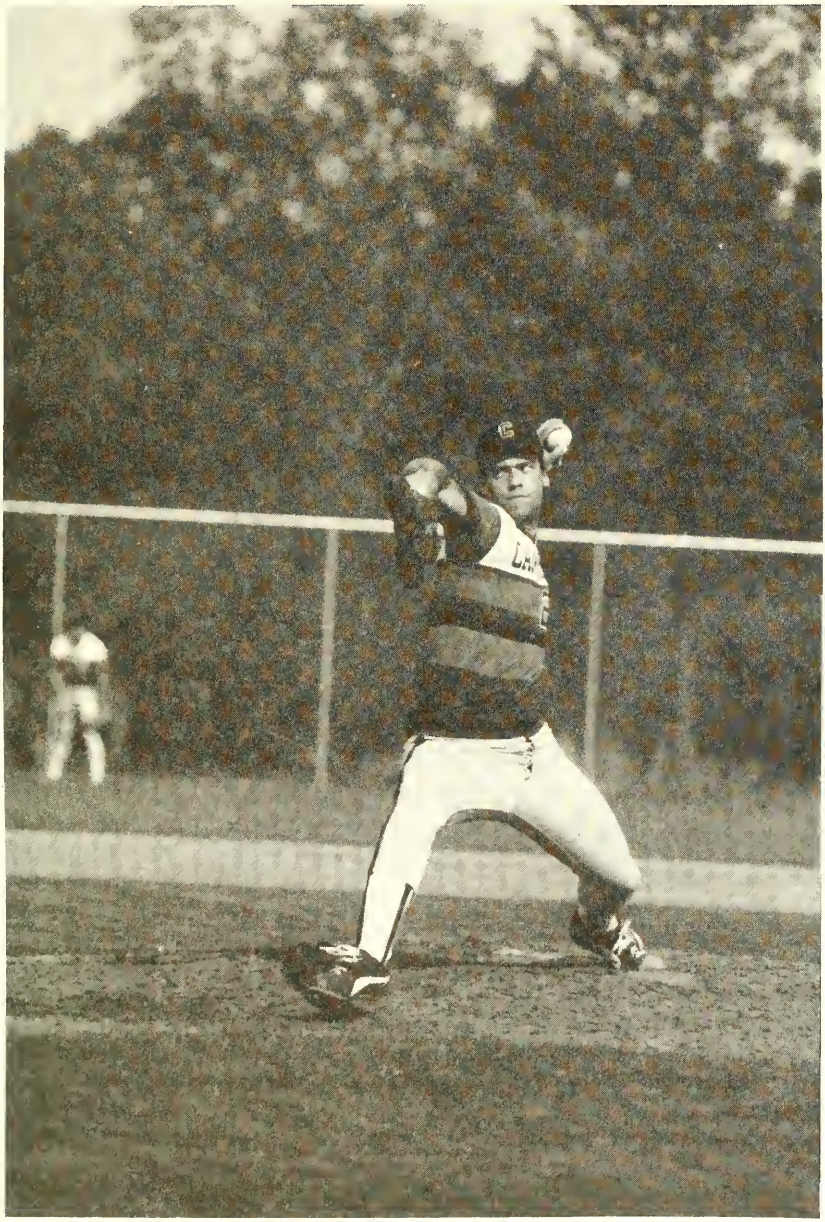
Sociology 344. (Religion 344) (3).
A study of the role of religion and religious institutions in society.

Sociology 345. Anthropology (3).
The scientific study of man which includes man's biological, psychological, social, and cultural dimensions.

Sociology 359. Juvenile Delinquency (3).
Delinquency as a form of socially deviant behavior; defination of, extent of, limitations of statistics; theories of causation; the delinquent subculture; prevention and treatment.

Sociology 360. Gerontology (3).
A study of the biological, sociological, psychological, and behavioral changes occuring in later life, from the standpoint of both the individual and society.

5. Directory



5. DIRECTORY

TRUSTEES

Terms Expiring 1988

Mr. J. J. (Jack) Barnes	Fayetteville, NC
Dr. Ramsey E. Cammack	Burlington, NC
Dr. T. L. Cashwell, Jr.	Raleigh, NC
Dr. Thomas S. Fleming	Tarboro, NC
Dr. Tom M. Freeman	Dunn, NC
Mr. K. Bruce Howard	Morehead City, NC
Mr. DeLeon Parker	Rocky Mount, NC
Mr. William A. Powell	Shallotte, NC
Mr. Clyde J. Rhyne	Sanford, NC
Mr. T. Lamar Simmons	Lillington, NC
Mr. Edgar A. Thomas, Sr.	Lexington, NC
Mr. Clarence C. Willoughby	Tabor City, NC

Terms Expiring 1989

Mr. Raymond A. Bryan, Jr.	Goldsboro, NC
Mr. Walter L. Eakes	Durham, NC
Mr. L. George Frazier, Jr.	Raleigh, NC
Mr. Robert B. Hall	Mocksville, NC
Mr. Blanton A. Hartness	Henderson, NC
Mr. Robin Whitley Hood	Benson, NC
Mr. George R. Laughton,Jr.	Beaufort, NC
Dr. Billy T. Mobley	Hickory, NC
Mrs. Lloyd Respass	Jacksonville, NC
Dr.Tom L. Rich, Jr.	Fairmont, NC
Mr. Alfred L. Stancil	Rocky Mount, NC
Mr. Jack G. Watts	Burlington, NC

Terms Expiring 1990

Mr. John F. Ayers, Jr.	Charlotte, NC
Dr. Russell T. Cherry, Jr.	Lumberton, NC
Mrs. Lucille L. Ellis	Cary, NC
Mr. Joe D. Floyd, Sr.	High Point, NC
Rev. James H. Johnson	Asheville, NC
Mr. George McLaney, Jr.	Elizabethtown, NC
Dr. P. C. Purvis	Fairmont, NC
Mr. A. Lee Royal	Charlotte, NC
Mrs. George T. Scott	Selma, NC
Rev. James B. Sides	Jacksonville, NC

Mr. Harold B. Wells	Whiteville, NC
Mr. William M. Womble, Sr.	Sanford, NC

Terms Expiring 1991

Mr. William E. Byrd	Sanford, NC
Mr. Robert A. Harris	Eden, NC
Mr. Thomas J. Keith	Fayetteville, NC
Mr. Bobby L. Murray	Raleigh, NC
Mr. Ray L. Myrick	Greensboro, NC
Mr. J. Leon Rumley	Winston-Salem, NC
Mr. Earl E. Ryals	Greensboro, NC
Mrs. David C. Smith	Fayetteville, NC
Mr. Dan E. Stewart	Raleigh, NC
Mrs. Frederick L. Taylor	Vass, NC
Mr. Ernest A. Thompson	Jacksonville, NC
Mrs. Frank P. Ward	Lumberton, NC

ADMINISTRATION AND STAFF, Spring 1988

Norman Adrian Wiggins ..... President
Diamond Matthews ..... Administrative Assistant to the President
Frank Upchurch ..... Vice President for Advancement
Lonnie D. Small ..... Vice President for Business and Treasurer
Jerry M. Wallace ..... Vice President for Academic Affairs and Provost
Walter S. Barge, Sr. ..... Dean of the College of Arts and Sciences
Thomas H. Folwell, Jr. .... Dean of the Lundy-Fetterman School of Business
O. Theo Strum ..... Dean of the School of Education
Patrick Hetrick ..... Dean of the School of Law
Ronald W. Maddox ..... Dean of the School of Pharmacy
Daniel W. Teat ..... Director of Admissions and Continuing Education School of Pharmacy
David Heinzman ..... Director of Continuing Education
David McGirt ..... Registrar
Herbert V. Kerner, Jr. ..... Dean of Admissions and Financial Aid
Robert L. King ..... Director of Guidance and Career Counseling
Philip Melvin ..... Dean of Student Life
Richard Howard ... Director of Public Information and Editor, PROSPECT
Henry O. Dunbar, Jr. ..... Director of Alumni Affairs
Grover Blackburn ..... Director of Religious Activities
K. David Weekes ..... Director of Library Services
Wendell Carr ..... Director of Athletics
L. Randolph Doffermyre ..... Director of Health Services
David Webb ..... Physicians' Assistant to Director of Health Services
Kenneth Barbour ..... Director of Food Services
Woodrow Neal ..... Director of Stores
Corbett Tart ..... Manager of Laundry
Jim Kinard ..... Director of Physical Plant and Housing

Phyllis Stephenson ..... Superintendent of Housing
Eunice Stewart ..... Superintendent of Housekeeping
Howard Turner ..... Superintendent of Housekeeping
Herbert H. Ennis ..... Director of Security and Traffic

ASSOCIATES

William D. Carson ..... Assistant Treasurer
Al Hardison ..... Assistant Comptroller
G. Leonard Johnson ..... Assistant Vice-President for Advancement
Horace Barefoot ..... Assistant Vice-President for Church Relations and Acting Director of Estate Planning
David R. Cooke ..... Director of Computer Services
Buddy Tolar ..... Computer Programmer
Kimela Fortner ..... Director of Residence Life
Sharon Eldridge ..... Director of Student Activities
Magdalene Ennis ..... Assistant Registrar - Graduation
Charlotte Jackson ..... Assistant Registrar - Computer
Rue Stewart ..... Assistant Director of Financial Aid
Todd Scarborough ..... Director of Service Enterprises
Karen Dickerson ..... Assistant Librarian
Paula Hinton ..... Assistant Librarian
Steve Weaver ..... Assistant Librarian
Marie McLamb ..... Associate Director of Stores
Jeanette Davis ..... Head Nurse
Ruth Dixon ..... Associate Director of Food Services
Billie Sawyer ..... Associate Director of Food Services
Ava Upchurch ..... Associate Director of Food Services
David Snipes ..... Director of Sports Information
Allen Thomas ..... Manager of Radio Station
James S. Farthing ..... Graduate School Coordinator
Michael Eagan ..... Veteran's Affairs Coordinator
David Britt ..... Assistant Director of Admissions
Hank Farrior ..... Assistant Director of Admissions
Jeff Kornegay ..... Assistant Director of Admissions
Phil McAllister ..... Assistant Director of Admissions
Joanna Sorrells ..... Assistant Director of Admissions
Steve Wood ..... Assistant Director of Admissions

RESIDENCE HALL DIRECTORS FOR 1988-1989:

David McGirt ..... Burkot Hall
Tony Lee ..... McCall Hall
Sam Kamar ..... Small Hall
Ken Atkins ..... Murray Hall
Pete Bradley ..... Sauls Hall
Scott Higginbotham ..... Layton Hall

Lillian King ..... Kitchin Hall
Patty Sprouse ..... Day Hall
Susan Byerly ..... Jones Hall
Kimela Fortner ..... Bryan Hall
Dorothy Mullins ..... Strickland Hall
Kim Smith ..... Hedgpeth Hall
Candy Blevins ..... McKay House

SECRETARIES AND OTHER OFFICE ASSISTANTS

Office of Vice President for Academic Affairs and Provost: Malisa Baker
Office of Vice President for Business and Treasurer: Judy Folwell
Office of Vice President for Advancement: Betty Pleasant

SECRETARIES IN ACADEMIC OFFICES

College of Arts and Sciences

Office of the Dean: Sharon M. Gainey

Departmental Secretaries:

Marilyn Buie (Physical Education and Health), Connie Ennis (English, Geology), Betty Hrush (Fine Arts), Elaine D. Smith (Biology, Chemistry/Physics), Phebie M. Smith (Religion, Mathematics, Foreign Language), Mellie Weekes (Government/History)

School of Education

Office of the Dean: Julia Atkins, Melissa Honeycutt

Lundy-Fetterman School of Business

Office of the Dean: Edith Foster, Karen Tyler, Juanita Youngblood

OTHER OFFICES

Accounting Office, Britt Hall: Ramona Daniels, Marjorie Davis, Janet Gauldin, Billie Jean Harvell, Shirley Lane, Jackie Matthews, Susan Sammons, Elsa Sears, Lana Wagstaff, Jean Whitmore, Rhonda Williams

Advancement Office, Administration Building: Janie Bryant, Carol A. Godwin, Eleanor McAlister, Wanda Pollard, Celia C. Snipes, Edna S. Stephens

Business Office, Administration Building: Reba Clifton, Kathy Ennis, Gloria Stanley, Elaine Tart, Linda West, Margie Whittington

Dean of Student Life: Violet Lee

Division of Admissions, and Financial Aid Office: Tonya Gauldin, Dee Hudson, Deana Hynes, Jocelyn Lee, Brenda Schneider, Debbie Miller, Cathy Wade

Food Service (Marshbanks Dining Hall): Patricia Hall

Guidance and Career Counseling: Peggy Lawrence

Library: Eula Upchurch

Physical Plant: Olene Ennis, Jean Gainey, Jean Ann Kellams

Registrar's Office: Carolyn Godwin, Marie Williams

Religious Activities: Sarah Barge

Security: Betty Stewart

UNIVERSITY FACULTY — 1987-1989

Norman Adrian Wiggins, President—B.A., LL.B., Wake Forest University; LL.M., J.S.D., School of Law, Columbia University; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount N.C., 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, 1957-1962; Professor of Law, 1962-1967; General Counsel, 1964-1967, Wake Forest University; President, Campbell University, 1967—

Jerry M. Wallace, Vice-President for Academic Affairs and Provost—B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Associate Professor of Sociology, part-time, 1970-1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1975-1981; Dean of the University and Director of Graduate Studies, 1981-1983; Provost, 1984-1986; Vice President for Academic Affairs and Provost, 1986-; Campbell University, 1970—.

COLLEGE OF ARTS & SCIENCES FACULTY 1987-1989

James L. Abrahamson, Barden Professor of Government—B.S., US Military Academy; M.A., Graduate Institute of International Studies, Geneva, Switzerland; M.A., Ph.D., Stanford University; Campbell University, 1986—

Charles A. Allen Jr., Tyner Professor of Religion—B.A., Wake Forest University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary; Campbell University, 1982-1987

Harold C. Bain, Associate Professor of Mathematics/Computer Science—B.A., Atlantic Christian College; M.A., George Peabody College; Graduate Student, North Carolina State University; Campbell University, 1957—

Walter S. Barge, Sr., Dean of the College of Arts and Sciences, Associate Professor of History—B.A., Wake Forest College; M.A., Columbia University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1984—

L. Stanford Beard, Professor of Biology—B.S., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1961—

Stephen L. Berry, Part-time Instructor in Government—B.S., J.D., Brigham Young University; Campbell University, Spring, 1983—

Anne Bessac, Assistant Professor of Art—B.A., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; Campbell University, 1988—

Lawrence Black, Part-time Instructor in Government—B.A., Earlham College; M.A., East Carolina University; Ph.D., Tulane University; Campbell University, Spring, 1983-1988

Robert B. Boeder, Part-time Instructor in History—B.A., University of Minnesota; M.A., Howard University; Ph.D., Michigan State University; Campbell University, 1983-1988

Ossie M. Bowen, Part-time Instructor in History—B.S., University of Corpus Christi; M.S., Texas A. & I.; graduate student, University of Florida and Florida Atlantic; Campbell University, 1983—

Stephen Reed Bowers, Part-time Instructor in Government—B.A., M.A., Ph.D., University of Tennessee; Campbell University, Spring, 1983—

Cynthia Brown, Assistant Professor of Music—B.S., Campbell University; M.C.M., D.M.A., Southern Baptist Theological Seminary; Campbell University, 1988—

Juanita Buzzard, Adjunct Instructor in Religion—B.A., Southwest Bible Baptist College; M.R.E., Northern Baptist Seminary; Campbell University, 1987—

Wendell L. Carr, Associate Professor of Physical Education and Health—B.S., Wake Forest University; M.A., East Carolina University; Graduate Student, Indiana University; Campbell University, 1974—

Betty Jo Clary, Associate Professor of Physical Education and Health—B.S., Western Carolina University; M.Ed., University of North Carolina at Greensboro; Campbell University, 1976-1988

Sarah V. Clere, Assistant Professor in English—B.A., University of North Carolina at Chapel Hill; M.A., University of Virginia; Ph.D., University of North Carolina at Chapel Hill; Campbell University, (Full-time, 1980-1986; Part-time 1986-1987), 1980-1988

Terry Cluck, Assistant Professor of Biology—B.S., Southwestern Oklahoma State University; M.A., Baylor University; Ph.D., Texas A & M University; Campbell University, 1987—

Michael G. Cogdill, Tyner Professor of Religion—B.A., Mars Hill College; M.S., North Carolina State University; M.Div., D.Min., Southeastern Baptist Theological Seminary; Campbell University, 1978-1984; 1988—

Barbara C. Dysart, Part-time Instructor in Music—B.M.Ed., M.M., University of North Carolina at Greensboro; Campbell University, 1985-1987

Lena A. Early, Missionary in Residence, Part-time Instructor in Religion—B.A., Bessie Tift College; M.R.E., Southern Baptist Theological Seminary; Campbell University, 1985-1988

Paul Davis Early, Missionary in Residence, Part-time Instructor in Religion—B.A., Wake Forest College; Th.M., Ph.D., Southern Baptist Theological Seminary; Campbell University, 1985-1988

Lefflett Teed Easley, Jr., Assistant Professor of Social Sciences—B.A., Newberry College; M.Ed., advanced graduate studies, University of North Carolina at Chapel Hill; Campbell University, 1959—

Cenieth Catherine Elmore, Associate Professor of Music—B.M., University of North Carolia at Greensboro; M.M., M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1963—

John Enloe, Instructor in Music—B.M., Appalachian State University; M.M.Ed., University of North Carolina at Greensboro; Campbell University, 1987—

Daniel R. Ensley, Instructor in Communications—B.A., Campbell University; M.A., University of South Carolina; Campbell University, (Part-time 1979-1983; Full-time 1986—), 1979—

Steven Howard Everhart, Associate Professor of Biology—B.S., University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University; other graduate study, Cornell University, University of Virginia; Campbell University 1980—

Tom Freeman, Adjunct Instructor in Religion—A.A., Mars Hill College; B.A., Wake Forest University; Th.M., Southern Baptist Theological Seminary; Campbell University, 1986—

David B. Funderburk, Professor of Government/History—B.A., M.A., Wake Forest University; Ph.D., University of South Carolina; Campbell University, 1978-1981; US Ambassador to Romania, 1981-1985; Campbell University, Fall Term 1985; Leave of Absence, 1986-1987.

David Gardner, Adjunct Assistant Professor of Physical Education and Health—B.S., M.A., Appalachian State University; D.A., Middle Tennessee State University; Campbell University, 1987—

A. Scott Garrow, Associate Professor of English—A.B., Hampden-Sydney College; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1986—

William A. Glenn, Assistant Professor of Mathematics—B.A., University of New Brunswick, Canada; M.S., Ph.D., Virginia Polytechnic Institute; Campbell University, 1982-1987

Gary Hall, Instructor in Physical Education and Health—B.A., Atlantic Christian College; M.A., Wake Forest University; Ph.D. candidate, University of North Carolina at Greensboro; Campbell University, 1987—

William J. Hamblin, Part-time Instructor in History—B.A., Brigham Young University; M.A., Ph.D., University of Michigan; Campbell University 1985-1988

Jerry Hartman, Part-time Instructor of Physical Education Activity Courses—B.A., Campbell University; Campbell University, 1981-1988

Bruce W. Harvey, Instructor in Geology—B.S., M.S., North Carolina State University; Campbell University; 1976-1987

Janice Wood Hilton, Instructor in English—B.A., San Jose State College; M.A., San Francisco State University; Campbell University, (Part-time 1985-1987; Full-time 1987-1988) 1985-1988

Kevin Holland, Instructor in Chemistry—B.A., Elon College; M.S., University of North Carolina at Greensboro; Ph.D. candidate, Wake Forest University; Campbell University, 1986—

Bonnie Homsley, Assistant Professor of English—B.A., Union University; M.A., University of Oklahoma; Ph.D., University of Wisconsin-Madison; Campbell University, 1988—

Robert C. Hope, Professor of Geology—B.S., Duke University; M.S., North Carolina State University at Raleigh; Ph.D., University of South Carolina; other graduate study, Louisiana State University; research, *Geologisches Institut der Universitat Koln*; (on leave of absence Fall Semester, 1973), (on leave 1983—1984); Campbell University 1964—

William W. Horner, Associate Professor of Chemistry—B.S., M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1980—

Susan Burnett Horton, Associate Professor of Music—B.M., M.M., Westminster Choir College; Campbell University, 1955—

Joyce Hren, Adjunct Instructor in Foreign Language—B.A., M.A., University of Wisconsin, M.A., German, University of Florida; M.A., Latin, University of Florida; Campbell University, 1987—

Christopher T. James, Instructor in Geology, Part-time Instructor in Chemistry—B.S., Campbell University; M.S., West Virginia University;

graduate student, Pembroke State University, Campbell University, (Part-time 1983-1986; Full-time 1987-) 1983—

Robert D. Jenks, Part-time Instructor in Government—B.A., Yale University; M.A., University of British Columbia; Ph.D.. Harvard University; Campbell University, 1984-1988

M. Susan Johnston, Assistant Professor of English—B.A., Morehead State University; M.A., Ph.D., University of Minnesota; Campbell University, 1987-1988

Milton Jordan, Journalist-Adjunct Instructor in Print Media—Campbell University, 1987—

James M. Jung, Professor of Chemistry—B.S., Davidson College: M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1962—

B. Donald Keyser, Howard Professor of Religion—B.A., Wake Forest University; B.D., Ph.D., Southern Baptist Theological Seminary; Campbell University, 1959—

Nancy Kirkhum, Instructor in Music—B.M.Ed., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro; Campbell University, 1987—

Calvin L. Koonce, Jr., Instructor in Physical Education Activity Courses—B.S., Campbell College; Campbell University, 1979-1986

Harry E. Larche, Professor of Physical Eduction and Health —B.S.E., Arkansas State University; M.S.Ed., University of Mississippi; P.Ed., Indiana University; Campbell University, 1975—

Sam K. Lee, Assistant Professor of Government/International Relations—B.A., St. Mary's College of California; M.A., San Jose State University; M.A., Ph.D., University of Southern California; Campbell University, 1985-1988

Daniel A. Linney, Associate Professor of Dramatic Art and Speech—A.B., M.A., University of North Carolina at Chapel Hill; Campbell University, 1959—

David Lippard, Adjunct Instructor in Public Relations—B.B.A., Campbell University; Campbell University, 1987—

Frances Lynch Lloyd, Associate Professor of Health and Physical Education—B.S., University of North Carolina at Greensboro; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1955—

Press Maravich, Athletic Consultant and Associate Basketball Coach—B.A.Ad., B.S., Davis and Elkins College; M.S., University of West Virginia; Campbell University, 1982-1986

Dean M. Martin, Associate Professor of Religion and Philosophy—B.A., William Jewell College; B.D., Yale University Divinity School; Ph.D., Baylor University; Post-doctoral research, Duke University, University of Swansea (Wales), Yale University; Campbell University, 1974—

James D. Martz, Instructor in Speech and Dramatics—A.B., DePaul University; M.F.A., University of Georgia; Graduate Student, Butler University, Campbell University, 1983-1987

Robert Mayberry, Associate Professor in Foreign Language—B.A., Wake Forest University; M.A., University of Tennessee; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1986—

Pearle K. McCall, Assistant Professor of Biology—B.S., Lenoir Rhyne College; M.Ed., University of North Carolina at Chapel Hill; Campbell University, 1960-1987

S. Renee Miller, Assistant Professor of Art—B.A., Averett College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1985-1988

Anne T. Moore, Professor of History—A.B., Westhampton College; M.A., Ph.D., University of North Carolina at Chapel Hill; M.Ed., North Carolina State University; Campbell University, 1962—

Timothy W. Morse, Instructor in Physical Education and Health—B.A., M.A., University of North Carolina at Chapel Hill; Campbell University, 1981-1986

Ronda Susan Mueller, Instructor of Physical Education and Health—B.S., M.Ed., Campbell University; Campbell University, 1985-1986

Elijah L. Nelson, Associate Professor of Natural Sciences—B.S., M.A., East Carolina University; Graduate Student, University of Colorado; D.Ed., University of Sarasota; (on leave of absence, 1962-1963); Campbell University, 1956—

Frank Everett Neville, Part-time Instructor in Religion—B.S., University of North Carolina at Chapel Hill; B.D., Southeastern Baptist Theological Seminary; D.Min., Drew University; Campbell University, 1985-1986

Dwight Lamar Norwood, Associate Professor of Mathematics/Computer Science—B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University 1973—

William Patterson, Instructor in Physical Education and Health and Assistant Athletic Director—B.S., University of South Carolina; M.Ed., University of Georgia; Campbell University, 1987—

Judy Peel, Assistant Professor of Physical Education and Health—B.S., McMurray College; M.Ed., Ph.D., University of Missouri; Campbell University, 1988—

Donald N. Penny, Assistant Professor of Religion—B.A., Campbell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, Spring, 1980—

Robert L. Perkins, Professor of Geology—B.S., M.S., Ph.D., West Virginia University; Campbell University, 1965-1986

Max R. Peterson, Jr., Associate Professor of Chemistry—B.S., Campbell College; Ph.D., North Carolina State University; (on leave of absence, 1987-1988) Campbell University, 1970-1988

William Roy Phelps, Associate Professor of Spanish—B.S., M.A., East Carolina University; Graduate Study, Appalachian State Teacher's College, Middlebury College, East Tennessee State University, University of Arizona, University of North Carolina at Chapel Hill; D.Ed., University of Sarasota; Campbell University, 1968—

Robert Neil Piper, Associate Professor of Music—B.S., M.S., Ed.D., University of Illinois; Campbell University, 1968—

Thomas H. Poston, Assistant Professor of English—B.A., Davidson College; M.A., University of Maryland; Ph.D., University of North Carolina at Chapel Hill; Campbell University, Spring, 1980-1987

Elmer L. Puryear, Barden Professor of Government—B.A., Wake Forest University; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, (Full-time 1971-1985; Part-time, 1986-1988) 1971-1988

Thomas C. Richardson, Associate Professor of English—A.B., Davidson College; Graduate Study; University of Edinburgh and Trinity College, Dublin; M.Ed., Ph.D., Duke University; Campbell University, 1977-1987

Ismael Rivera, Adjunct Instructor in Government—B.A., M.A., George Washington University; Campbell University, 1987—

Danny Lee Roberts, Associate Professor of Physical Education and Health—B.S., Pfeiffer College; M.Ed., University of North Carolina at Chapel Hill; Campbell University, 1963-1987

Iris Gray Scarborough, Associate Professor of Music—B.A., Meredith College; M.A., George Peabody College for Teachers; Ph.D., Peabody College of Vanderbilt University; (on leave of absence fall semester, 1977) Campbell University, 1969—

Donald N. Schroeder, Associate Professor of Government—B.A., University of Illinois at Chicago; M.A., Ph.D., Duke University; Campbell University, 1978—

Ann Scoggin, Instructor in Music—B.M., University of Tennessee; Campbell University, 1987—

Martin Paul Sellers, Assistant Professor of Government—B.A., Trenton State University; M.P.A., New York University; Ph.D., Temple University; Campbell University, 1988—

Mary Bates Sherwood, Assistant Professor of Social Science—B.A., M.Ed., University of North Carolina at Chapel Hill; Graduate Student, University of North Carolina at Chapel Hill; Duke University, North Carolina State University; Campbell University; 1967—

Breck Smith, Assistant Professor of Art—B.A., Averett College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1988—

James Sprouse, Instructor in English—B.A., Tennessee Temple University; M.A., University of Mississippi; Ph.D. candidate, University of Tennessee; Campbell University, 1987—

John Edward Stamp, Jr., Assistant Professor of Music—B.S., Indiana University of Pennsylvania; Graduate Student, State University of New York; M.M., East Carolina University; Graduate Student, University of Northern Colorado; D.M.A., Michigan State University; (on leave of absence, 1986-1987) Campbell University, 1982—

David M. Steegar, Associate Professor of Foreign Language—B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978—

Dorothea L. Stewart, Associate Professor of English—B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell University, 1960—

William C. Stone, Associate Professor of Music—B.M., M.M., Eastman School of Music, University of Rochester; Graduate Student, Northwestern University; Campbell University, 1961-1988

William Tate, Instructor in English—B.A., Bob Jones University; M.A., Duke University; Campbell University, 1988—

Mircea Tatos, Part-time Instructor in English—B.A., M.A., University of Bucharest; Campbell University, 1982—

Jerry Duncan Taylor, Professor of Mathematics/Computer Science—B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; Campbell University, 1961—

Wayne W. Thomas, Assistant Professor of Mathematics/Computer Science—B.S., M.Ed., North Carolina State University; Campbell University, 1959-1964; 1966—

Paula A. Thompson, Assistant Professor of Biology —B.S., Mississippi University for Women; M.S., Duke University; Graduate Student, Duke University, North Carolina State University; Campbell University, 1981-1987

Janis Keen Todd, Assistant Professor of Mathematics/Computer Science—B.S., M.Ed., East Carolina University; (on leave of absence fall semester, 1978) Campbell University, 1966—

William P. Tuck, Assistant Professor of History—B.A., M.A., Duke University; Graduate Student, University of North Carolina at Chapel Hill; (on leave of absence 1964-1967) Campbell University, 1958—

Frank A. Vaughan, Assistant Professor of English—B.A., M.A., California State University at Hayward; Ph.D., University of California at Riverside; Campbell University, 1981—

Hal Jay Walker, Instructor in Physical Education and Health—B.S.E., Brock University, Ontario, Canada; M.A.; Graduate Student, Ohio State University; Campbell University 1985-1987

Scott A. Warfield, Part-time Instructor in Music—B.S., West Chester State College; M.A., University of North Carolina at Chapel Hill; Campbell University, 1985-1988

Wanda Evon Watkins, Instructor in Physical Education and Health—B.S., M.Ed., Campbell University; Campbell University, 1980—

K. David Weekes, Director of Library Services—B.S.E., University of Florida; M.A., University of Denver; B.D., Th.D., Southwestern Baptist Theological Seminary; Campbell University, 1985—

Mary Weiss, Adjunct Instructor in Physical Education and Health—A.A., Chowan College; B.A., M.Ed., Campbell University; Campbell University, 1988—

Dorothy Coleman Ramos Whitley, Associate Professor of English—B.A., M.A., University of North Carolina at Chapel Hill; (on leave of absence 1969-1970) Campbell University, 1962-1987

Robert Wiggins, Assistant Professor of English—B.S., Clemson University; M.A.T., Duke University; M.Ed., Ph.D., University of South Carolina; Campbell University, (Part-time 1987, full-time 1988—) 1987—

Claudia Williams, Instructor in Biology—B.S., Berry College; M.S., University of Georgia; Campbell University, 1987—

Chih C. Yang, Adjunct Associate Professor of Mathematics/Computer Science—B.S., M.S., National Taiwan University; M.S., Mississippi State University; Ph.D., North Carolina State University; Campbell University, 1988—

Paul M. Yoder, Professor of Music—B.A., Goshen College; M.M., Wichita State University; Ph.D., Florida State University; Campbell University, 1961—

LUNDY-FETTERMAN SCHOOL OF BUSINESS FACULTY — 1988-1990

John S. Ayers, Part-time Instructor in Business—B.S., University of North Carolina; M.B.A., East Carolina University; C.P.A., Campbell University, 1983—

Christine Daughtry Beasley, Associate Professor of Business—B.S., M.A., East Carolina University; Campbell University, 1969—

L. McNeill Chestnut, Part-time Instructor in Business—B.S., Trust Certificate, J.D., Campbell University; Campbell University, 1984—

David R. Cooke, Director of Academic Computer Center and Instructor of Business—B.A., Tufts University; M.C.S., Rollins College, Campbell University, 1980—

Jack R. Dauner,Part-time Instructor in Business—B.S.C., University of Iowa; M.S.C., Ph.D., St. Louis University; Campbell University, 1979—

Jan Dunlap, Part-time Instructor in Business—B.S., University of California, M.S., New York University; Ph.D., North Carolina State University; Campbell University, 1979—

Conrey D. Flowers, Part-time Instructor in Business—B.S., Campbell University; Graduate Student, North Carolina State University; Campbell University, 1972-1979; 1983—

Thomas H. Folwell, Jr., Associate Professor of Business—B.A., Guilford College; M.A., Duke University; Campbell University, 1963—

Douglas J. Goodwin, Part-time Instructor in Business—B.B.A., Campbell University, M.B.A., Ph.D., North Texas State University; Campbell University, 1984—

Donald H. Grubb, Part-time Instructor in Business—B.A., University of Pennsylvania; M.A., American University; Graduate Student, New York University; Campbell University, 1982—

Willis F. Gupton, Part-time Instructor in Business—B.A., High Point College; J.D., Wake Forest University; Campbell University, 1985—

Yu-Mong Hsiao, Assistant Professor of Business—B.A., National Taiwan University; M.B.A., Mississippi State University; M.E., Ph.D., North Carolina State University; Campbell University, 1984—

Gloria Flake Lockerman, Assistant Professor of Business—B.B.A., Wake Forest University; M.B.A., Campbell University; C.P.A.; Campbell University, 1965-76; 1977—

Shariar Mostashari, Part-time Instructor in Business—B.A., University of Iran; M.A., Western Michigan University; M.B.A., Golden Gate University; Ph.D., North Carolina State University; Campbell University, 1982—

H. Jones Norris, Part-time Professor of Business—B.S., Campbell University; M.B.A., University of Pennsylvania; J.D., Wake Forest University; C.P.A.; Campbell University, 1970-74, 1981—

Dwight Lamar Norwood, Associate Professor of Business—B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973—

David H. Parker, Part-time Instructor in Business—B.B.A., Campbell University; M.S., University of Virginia; C.P.A.; Campbell University, 1979—

William H. Peterson, Burrows T. Lundy Professor of the Philosophy of Business—B.S., New York University; M.S., Columbia University; Ph.D., New York University; Campbell University, 1976-1979, 1988—

Vasant H. Raval, Associate Professor of Business—B.A., University of Poona; LL.B., University of Bombay; M.S., American Graduate School of International Management; M.C.L., Southern Methodist University; M.A., Syracuse University; D.B.A., Newport University; Ph.D. candidate, Syracuse University; Campbell University, 1986—

Ellen Sikes, Associate Professor of Business—B.A., Limestone College; Graduate Student, Applachian State University; Lenoir Rhyne College; East Carolina University, North Carolina State University; M.S., University of North Carolina at Greensboro; Campbell University, 1966—

Bayred O. Vermillion, Associate Professor of Business—B.S., Southwest Missouri State College; M.A., George Washington University; Graduate Studies, College of William and Mary, Boston University; Campbell University, (Full-time 1966-Spring 1983; Part-time 1983—), 1966—

James E. Witherspoon, Jr., Assistant Professor of Business—B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983—

Jong-Moon Won, Instructor of Business—B.S., Dongguk University; M.S., University of Idaho; Ph.D., North Carolina State University; Campbell University, 1988—

Marshall E. Woodall, Part-time Instructor in Business—B.S., L.L.B., University of North Carolina at Chapel Hill; Campbell University, 1966—

F. Christian Zinkhan, Assistant Professor of Business—B.A., Franklin and Marshall College; M.F., M.B.A., Duke University; D.B.A., Mississippi State University; Campbell University, 1987—

SCHOOL OF EDUCATION FACULTY — 1987-1988

Sue T. Bowden, Part-time Instructor in Education—A.B., Meredith College; M.A.T., Ph.D., University of North Carolina at Chapel Hill; Campbell University, Full-time, 1977-1983; Part-time, 1984

Pauline F. Calloway, Visiting Professor, Education—B.S., High Point College; M.Ed., North Carolina State University; Campbell University, 1987—

Gaston Evon Calvert, Professor of Education—B.S., Jacksonville State University; M.A., Ed.D., University of Alabama; Campbell University, 1970-1988

Fontaine B. Campbell, Jr., Assistant Professor of Social Work—B.A., Mississippi College; M.S.W., Louisiana State University; Campbell University, 1986—

Gerald M. Chandler, Assistant Professor of Social Work—B.A., Ph.D., Florida State University; Campbell University, 1988—

Edward Daily, Jr. (CPT), Assistant Professor of Military Science—B.S., St. Francis College; Campbell University, 1987—

Betty M. Davenport, Assistant Professor of Education—B.A., M.A.T., University of Massachusetts; Ph.D., University of North Carolina at Chapel Hill; Campbell University, Spring, 1981—

Sandra Dofflemyer, Part-time Instructor in Education—B.A., Keen College; MSED, Ed.D., Virginia Polytechnic Institute and State University; Campbell University, 1987—

Andre A. Donaldson (SSG), Instructor of Military Science; Campbell University, 1988

Milton G. Fields (Maj), Assistant Professor of Military Science—B.S., University of Oklahoma; Campbell University, 1987—

Marshall P. Fite (CPT), Assistant Professor of Military Science—B.S., University of Oklahoma; Campbell University, 1987—

Charles Martin Garren, Associate Professor of Education—B.A., Duke University; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, (Full-time 1978-1984; Part-time, 1985—), 1978—

Margaret L. Giesbrecht, Assistant Professor of Education—B.S., M.S., Iowa State University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981—

Gerald B. Goodman (MSG), Instructor of Military Science—A.S., Monmouth College; Campbell University, 1987—

Marie Whitford Gray, Associate Professor of Education—B.S., M.A., East Carolina University; Additional Graduate Studies, University of North Carolina at Chapel Hill; Campbell University, 1964—

Sammy Wayne Hatcher, Assistant Professor of Education—A.A., East Central Junior College; B.S.E., Delta State College; M.Div., Southwestern Baptist Theological Seminary; Ed.D., Mississippi State University; Campbell University, 1988—

Robert Henry, Part-time Instructor in Education—B.S., United States Military Academy; M.S., Pennsylvania State University; Ph.D. Boston College; Campbell University, 1986—

Oliver Hollis (SGM), Instructor of Military Science—Campbell University, 1985—

Kynn T. Johnson (CPT), Assistant Professor of Military Science—B.B.A., Campbell University; Campbell University, 1985—

Oliver R. Johnson (LTC), Professor of Military Science—B.S., United States Military Academy; M.S., University of Indiana; Campbell University, 1988—

Sharon Ann Johnson, Assistant Professor of Education and Home Economics—B.S., Campbell University; M.Ed., Ed.D. (candidate), University of North Carolina at Greensboro; Campbell University, 1987—

Allan Keith-Lucas, Distinguished Visiting Professor of Social Work—B.A., Cambridge University; M.S., Western Reserve University; Ph.D., Duke University; Campbell University, 1987—

Susan Kellett-Forsyth (CPT), Assistant Professor of Military Science—B.S., United States Military Academy; Campbell University, 1986—

Ronald Edwin Kendrick, Assistant Professor of Education—B.S., M.Ed., University of South Carolina; Ed.D., Auburn University; Campbell University, 1988—

Catherine Campbell King, Associate Professor of Home Economics—B.A., Meredith College; M.S., University of North Carolina at Greensboro; Campbell University, 1952-1955; 1961—

Richard D. Koone (CPT), Assistant Professor of Military Science—B.A., University of Arkansas; Campbell University, 1985—

Beverly Lee, Part-time Instructor in Sociology—B.A., Columbia University; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1985—

Benjamin J. Matthews, Assistant Professor of Education—B.A., University of North Carolina at Chapel Hill; M.Ed., Ph.D., University of North Carolina at Greensboro; Campbell University (Full-time 1980-1981; Part-time 1986—), 1980—

Sandra McCullen, Part-time Instructor in Education—B.S., M.H.E., East Carolina University; Ed.D., North Carolina State University; Campbell University, 1986—

Lawrence R. Nicholson, Assistant Professor of Psychology—B.S., Wofford College; M.S., Ph.D. (candidate), North Carolina State University; Campbell University, 1968—

Barbara Perry-Sheldon, Part-time Instructor in Education—B.S., MA., Ed.S., Appalachian State University; Ed.D., University of Georgia; Campbell University, 1986—

Fred Ponder, Assistant Professor of Education—B.A., M.A., Ed.S., University of Alabama; Ph.D., University of North Texas; Campbell University, 1987—

Brenda D. Rivenbark, Assistant Professor of Education—B.S., Wake Forest University; M.A.Ed., Ed.S., East Carolina University; Ed.D., Duke University; Campbell University, 1988—

Mary Rogers Rose, Assistant Professor of Education—B.S., Campbell University; M.Ed., Duke University; Ed.D., North Carolina State University; Campbell University, 1984—

Daniel D. Ryan, Assistant Professor of Education—B.S.Ed., State College of New York at Cortland; M.P.A., M.Ed., State University of New York at Albany: Ed.D., University of Southern Mississippi; Campbell University, 1988—

Gwenneva Simmons, Assistant Professor of Education—B.S., Pembroke State University; M.Ed., North Carolina State University; Ed.D., University of North Carolina at Greensboro; Campbell University, 1985-1988

Grover A. Smith, Associate Professor of Education—B.A., Florida Southern College; Ed.M., Ed.D., University of North Carolina at Chapel Hill; Campbell University, 1987—

Theo Strum, Professor of Education—A.B., Elon College; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill, Campbell University, 1976—

Gary A. Taylor, Associate Professor of Psychology—B.A., Oklahoma Baptist University; M.S., Oklahoma University; Ph.D., North Carolina State University; Campbell University, 1968—

Leonore Doromal Tuck, Associate Professor of Home Economics—B.S.E., Radford College; M.S., University of Tennessee; Graduate Studies, Cornell University, Virginia Polytechnic Institute; M.P.H., University of North Carolina at Chapel Hill; (Leave of Absence 1966-67); Campbell University, 1955—

Rufus Benton Turner, Professor of Education—B.S., M.A., North Carolina State University; Graduate Studies, East Carolina University; Ed.D., Duke University; Campbell University, 1966—

Jerry M. Wallace, Professor of Sociology—B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Campbell University, (Part-time, 1970-1975) 1975—

TUNKU ABDUL RAHMAN COLLEGE

Kuala Kumpur, Malaysia

School of Arts and Science

Faculty 1987-88

Cheng Su Chiau, Principal Lecturer—B.Sc., Nanyang University, Singapore; M.Sc., University of Alberta, Canada; Ph.D., McGill University, Canada; Campbell University, 1974—

Chiew Mui Kui, Lecturer—B.Sc. (Hons.), Sussex University, U.K.; M.Sc., Liverpool University, U.K.; Campbell University, 1983—

Chin Ting Yun, Senior Lecturer—B.Sc., Nanyang University, Singapore; M.Sc., 1964, University of Hawaii, U.S.A.; Ph.D., University of Illinois, U.S.A.; Campbell University, 1974—

Eng Chun Hoi, Lecturer—B.Sc., Nanyang University, Singapore; M.Sc., University of Waterloo, Canada; Diploma in Education, University of Singapore; Campbell University, 1977—

Hong Nyi Seng, Senior Lecturer—B.Sc., National Cheng Kung University, Taiwan; M.Sc., Ph.D., Imperial College, London; Campbell University, 1977—

Lee Chaw Chu, Lecturer—B.Sc., University of Malaya, Malaysia; Postgraduate Diploma in Data Processing, Ulster Polytechnic, U.K.; Campbell University, 1977—

Lee Guat Lean, Senior Lecturer—B.Sc. (Hons.), University of Malaya, Malaysia; Ph.D., University of Georgia, U.S.A.; Campbell University, 1975—

Lim Siok Wan, Lecturer—B.Sc. (Hons.), University of Malaya, Malaysia; M.Sc., McMaster University, Canada; Campbell University, 1974—

Ng Kok Chin, Lecturer—B.Sc. (Hons.), Ph.D., University of Canterbury, New Zealand; Campbell University, 1979—

Ng Lay Swee, Head of School of Arts and Science—B.Sc., Nanyang University, Singapore; Ph.D., McGill University, Canada; Campbell University, 1972—

Ong Hock, Principal Lecturer—B.Sc., 1966, Nanyang University, Singapore; M.Sc., University of Auckland, New Zealand; Ph.D., University of Toronto, Canada; Campbell University, 1975—

Piong Teck Wah, Lecturer—B.Sc., M.Sc., Aston University; Campbell University, 1984—

Soon Ting Kueh, Senior Lecturer—B.Sc., B.Sc. (Hons.), Ph.D., University of Malaya, Malaysia; Campbell University, 1975—

Tan Cheng Tien, Lecturer—B.Sc., University of London, U.K.; Postgraduate Diploma in Data Processing, Ulster Polytechnic, U.K.; Campbell University, 1977—

Tan Chik Heok, Lecturer—B.Sc. (Hons.), M.Sc., University of Malaya, Malaysia; Campbell University, 1982—

Tang Leong Chai, Lecturer—B.Sc. (Hons.), University of London, England; Cert. Attendance (French Language), University of Poitiers, France; M.Sc., University of Maine, France; Ph.D., Louis Pasteur University, France; Campbell University, 1983—

Yap Sue Pin, Principal Lecturer—B.Sc., Nanyang University, Singapore; M.Sc., University of Hawaii, U.S.A.; Ph.D., University of Illinois, U.S.A.: Campbell University, 1974—

Goh Chee Kiang, Senior Lecturer—B.Sc., Ph.D., Tesside Polytechnic, U.K.: Campbell University, 1987—

Leong Yoon Kwai, Senior Lecturer—B.Sc., National Taiwan University, Taiwan; M.Sc., Ph.D., Purdue University, U.K.; Campbell University, 1977—

Teo Kok Chau, Senior Lecturer—B.Sc., M.Sc., University of Malaya, Malaysia; Campbell University, 1986—

Hu Chui Li, Lecturer—B.Sc., (Hons.), M.Sc., Science University of Malaysia, Malaysia; M.Sc., Texas A & M University, U.S.A.; Campbell University, 1985—

Banumathi Thangavelu, Lecturer—B.Sc., (1st class), M.Sc. (1st class), Madras University, India; M.Sc., Ph.D., University of Malaya, Malaysia; Campbell University, 1986—

Lee Nyet Yun, Lecturer—B.Sc., (Hons.), Loughborough University of Technology, U.K.; M.Sc., North East London Polytechnic, U.K.: Campbell University, 1985—

Lim Lee Koon, Lecturer—B.Sc., Nanyang University, Singapore; M.Sc., The University of Birmingham, U.K.; Campbell University, 1979—

Lim Tong Ming, Lecturer—B.Sc., M.Sc., Mississippi State University, U.S.A.; Campbell University, 1988—

Low Kok Han, Lecturer—B.Sc., University of Bradford, U.K.; M.Sc., University of Strathclyde, U.K.; Campbell University, 1986—

Toh Jin Ai, Lecturer—B.Sc., M.Sc., University of Melbourne, Australia; Campbell University, 1987—

Wong Ai Lai, Lecturer—B.Sc., M.Sc., University of Canterbury, New Zealand; Campbell University, 1974—

Wong Kok Yong, Lecturer—B.Sc., M.Sc., University of Malaya, Malaysia; Campbell University, 1983—

EXTERNAL EXAMINERS

Dr. Dwight Lamar Norwood, Associate Professor of Business and Mathematics/Computer Science—B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973—

Dr. Steven Howard Everhart, Associate Professor and Chairman of Biology—B.S., University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University; other graduate study, Cornell University and University of Virginia; Campbell University 1980—

Faculty Emeriti

J. Delmer Ashworth, B.A., B.M., M.A.; English, 1962-1971
Elizabeth Britton, B.A., M.A.T.; Chemistry, 1955-1976; Fall, 1977
John J. Broderick, B.A., J.D., M.P.A., Law, 1976-1986; P.T. 1986-
Millard R. Brown, B.A., B.D., A.M., Th.M., Ph.D.; Sociology, 1962-1980; P.T. Fall, 1982 (Deceased 1988)
Gaston Evon Calvert, B.A., M.A., Ed.D.; Education, 1970-1988
Doris Mary Christian, B.A., L.L.B., M.A.; English, 1962-1982
Edward Duvall, B.A., L.L.B., M.A.T.; Mathematics, 1963-1971
Nancy Eliason, B.A., M.A.; Botany, 1959-1971
Edith T. Frey, B.A., M.A., M.A.; English, 1967-1976
Albert Clarke Gaskill; B.S., C.P.A.; Business, 1965-1977
Virginia B. Graham, B.A., M.A., Ph.D.; English, 1959-1980; P.T., 1980-1981
W.B. Horton, B.S., M.A.; Education, 1965-1975
Charles Barrett Howard, B.A., D.D.; Bible, 1938-1959 (Deceased 1988)
Alma Sams Kennedy, B.A., M.A.; English, 1955-1978; P.T., 1978-1980
Perry Q. Langston, B.S., M.R.E., D.R.E., 1950-1986
Hazel Matthews, B.A., M.A.T.; Biology, 1965-1977
Fred McCall, Jr., B.A., M.A.; Health and Physical Education, 1953-1976; Vice President of Administration, 1977-1986
Pearle K. McCall, B.S., M.Ed.; Biology, 1960-1987
Edith C. Mulkey, B.A., M.A.; Business Education, 1962-1983; P.T. 1983-1987
Warren V. Noble, A.B., M.A., Ed.D., 1977-1986
Harold D. Parcell, A.B., M.A., Ph.D.; Foreign Language, 1970-72
Marceline L. Parker, B.A., M.A.; Education, 1962-1980
Mabel Powell, B.A., M.A., English, 1924-1967 (Deceased 1987)
Elmer L. Puryear, B.A., M.A., Ph.D., History/Government, 1971-1985; P.T. 1986-1988
Inez G. Sadler, B.A.; Business, 1955-1967; Director of Placement, 1964-1970
Gladys Strickland Satterwhite, B.A., M.A.; English, 1925-1953
William C. Stone, B.A., M.M.; Music, 1961-1988, P.T. 1988-

Willard S. Swiers, B.E., M.A., D. Ed.; Education, 1967-1976; P.T. 1979-1981
Myrtle Fuller Tillman, A.B., M.M.T.; Art, 1953-1958, 1962-1967
Amanda Martin Turlington, B.A., M.S.; Home Economics, 1936-1952 (Deceased)
Frank E. Weyer, B.A., M.A., Ph.D, Education, 1961-1971

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Helen C. Bigham '47 ..... Charlotte, NC

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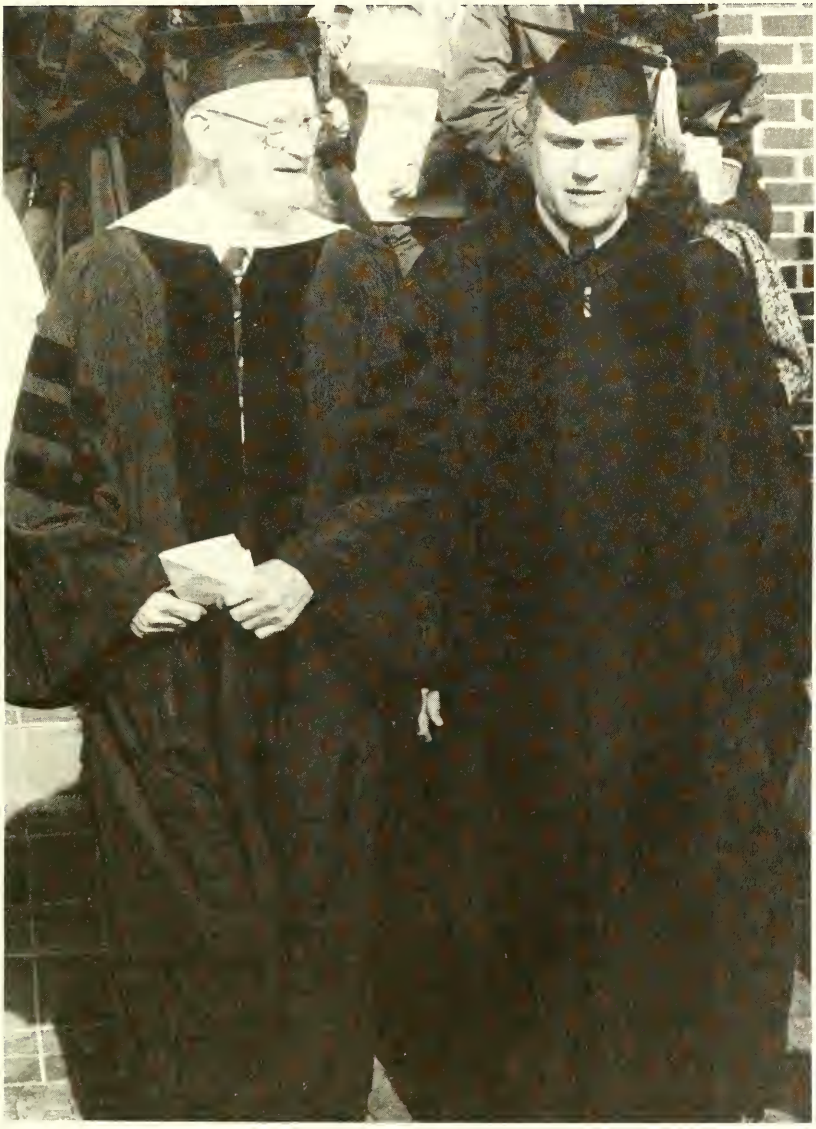
Michael B. Huff '84 ..... Clemmons, NC
Betty D. McKee '68 ..... Chesapeake, VA

6. Historical Information



6. HISTORICAL INFORMATION

DEGREES AWARDED, SPRING 1986

ASSOCIATE IN ARTS

Charlos E. Alvarez-Rivera
Richard Dario Ares
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Charles Elvin Braffett
Robert P. Carter, Jr.
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Jan Alan Dunklau
Jacqueline Kimberly Roper Fields
Michael J. Gonzales
Matthew L. Green-Hite
Lou Bagwell Hager
Robert Lawrence Hayzlett, Jr.
Danny Clovis Henson
Billy Dean Houston
Brian Scott Jeznach
Patrick N. Logan
William Junior Lunsford
Delores A. McCormick
Eutemio Rayel Ohno
Ronald Blake Pearce
Patricia Ann Phillips
Jach C. Pines
Audrey Ruth Poudrier
Phillip Wayne Raines
Wendy Gail Rivenbark
Keith White Rowles
James W. Stoner
Frank John Swaboski III
Terry M. Tannner
Thomas P. Trigg
Peter Van Borkulo, Jr.
Larry Doyle Warren
Beverly Anne Weidenhamer

BACHELOR OF APPLIED SCIENCE

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Lucy Jane Boone Inscoe
Glenda Blackmon McAuly
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Francis Barry Anaro
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Stephen Christopher Arch
Amr Asas-A-Asad
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Melissa Andrea Baird
James Arthur Baker
Beverly Dare Basden
Cum Laude
Mikeal Reid Basinger
Paul Woodward Beekman
Russell Loy Bell
Randall Wayne Bennett
Cum Laude
Cynthia Lynn Bowden
J.C. Bowling
J. Scott Bowman

John David Boyd
Cum Laude
Trisha Wynn Boyd
Summa Cum Laude
Angela Felice Brisson
Richard C. Britt, Jr.
Cum Laude
Earl Thierry Roy Brown
Magna Cum Laude
Therrel Lee Brown, Jr.
Ruth Todd Buie
Cum Laude
Timothy Carstarphen Burgess
Patrice Oden Cain
Cum Laude
Susan Elaine Cain
Brenda Jean Carden
Magna Cum Laude
Michael Leon Carter
Robert Lewis Cartner
Cum Laude
William Curtis Cartrette, Jr.
Kenneth Wayne Clark
Paul Norman Clark
Tyler F. Cole, Jr.
Vicky Lynn Collins
Magna Cum Laude
Pamela Prince Conyers
Charles Albert Corpening
Thomas William Cox
Susan Stephenson Crotts
Summa Cum Laude
Nereida Cruz
Derek Thomas Currin
Francis Edwin Davis, Jr.
Sandra Denise Dawson
Magna Cum Laude
Harold Love Day, Jr.
Frances Lynne Duffy
Magna Cum Laude
James Joseph Dullaghan
Deborah Faye Earp
Charles Wesley Fisher III
Michael Wesley Fortner
Karen Lynne Foster
Margaret Naugle Fulps
George Karl Greenauer
Magna Cum Laude
Robert Shepherd Guyton
Eloy Guzman, Jr.
Robert Clare Harris
Janice Lynne Heacock
Cum Laude
Douglas Helms
Gary Anthony Hibbert
Kathryn Ann Hix
Victor James Hudson
John Victor Huffstetler
Pamela Byrd Huggins
Gregory Lynn Jackson
Per Tangsgaard Jensen
Richard Anthony Johns
Mark Franklin Ketchie
Robert Morris Kingan, Jr.
Kimberly Dawn Koonce
Cum Laude
Robert Julius Lane III
Magna Cum Laude
Christopher Michael Leith
Dana Elton Long
John Robert Lowery
Rosetta McIver
Jeffery Leach McKay
Joseph Scott McLamb
Cum Laude
Thomas Earl McLamb, Jr.
Louis Randall McLeod
Charles Edward McNeil
Robert Madison
Cum Laude
Brenda Lee Manuel
Ruby Denise Marsh
Cum Laude
Valrica Jane Marshall
Francis Maslowski
Shelia Mathis
Antionette Matthews
John Rotheram Meredith
Gregory Alan Middleton
Joseph P. Moreschi
William Reginald Mullis
Cum Laude

Jessica Price Murphrey
Cecil Virgil Nance
Christopher T. Oldham
Cum Laude
Charles Edward Page
Donnie Brett Parker
René Parker, Jr.
Sandra Kay Pate
Donna Jo Pearce
Magna Cum Laude
Winston Evans Pike, Jr.
Leigh-Ann Poe
Patricia Clark Price
Magna Cum Laude
David Walter Raper
Warren Crawford Ratley
Russell R. Ravary
Keith Allen Raynor
Deborah Lynne Reaves
Pattie Susan Richardson
Cum Laude
Peggy Edwards Riddle
Vivian Rodriquez
David Ramsey Ruff
Catherine Elise Self
Peggy Christy Shearin
Cum Laude
Robert Stephen Sherman, Jr.
Thaddeus William Shipman
Cynthia Glenn Smith
Don Alva Smith
Douglas Kent Smith
Harold Raymond Smith II
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Michael Edward Spell
James Matthew Suttenfield III
Dennis J. Tally
Summa Cum Laude
Phillip Alexander Tanzilo
Linda Gayle Taylor
Lowell Edward Taylor, Jr.
Teresa Hargrove Thomas
Maria T. Torres
James Robertson Vann
Ray Everett Wagner
Barbara Ann Waldron
Magna Cum Laude
Kevin Charles Ward
Cum Laude
Richard M. Warren, Jr.
Benjamin Joseph Watts
Giuseppina Alexandria Webb
Richard Aubrey Wheeler
Sharon Moretz Wheeler
Randloph Clifford White, Jr.
JoEllen Herring Wilkes
Michael Gray Williams
Jeffery Dean Wilson
Connie Frances Wrenn

BACHELOR OF SCIENCE

Susan Kathryn Alquist
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Seth Alan Avery
Patricia L. Bannister
Nina Denise Blackman Barefoot
Magna Cum Laude
Paula Gail Barnes
Robert Dean Bartholomew
Christopher Caldwell Black
Alan Courtney Blackwell
Lonnie Ray Bristol
Patrick Haines Brown
Tammy Darlene Buchanan
Karen Renee' Edith Burrows
James Michael Charles
Mandy Annette Clinard
William Ronny Coats
Jerry Lee Coble
Avis Michele Collins
Magna Cum Laude
Kimberly Ann Collins
Michael William Conner
Gwenn Annette Coone

Talitha Brooks Crawford
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Allison Loraine Dandar
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Brenda Kay Dickerson
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Cum Laude
Carroll Lynn Graham
Lisa Jo Harris
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Pamela Elenor Rose Lydick
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Angela Kay Lynch
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Diana Marie Maravich
Cum Laude
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Mary Diane Martin
Gail Lee Massengill
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Cheryl Lynn Mobley
Mohammadtagi Nassehzadeh-Tabriz
Kenneth Russell Nead
Mary Caroline Oliver
Julia Felecia Owen
Kimberly Lynn Owen
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Kenneth Webb Plunkitt
Summa Cum Laude
Mary Margaret Pounds
Rosemary Jurkiewicz Puwalowski
Muskesh Ramchandani
Kathy Leigh Riley
Cum Laude
George Christopher Roberts
Laura-Ann Scerbo
William Patrick Shanahan
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Sabra De Anne Stewart
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Piya Thiarachawana
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Diane Marie Warren
Dwane N. Wilson
Jennifer Ann Wygal
Cum Laude

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Ernest Manuel Aguayo, Jr.
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Cum Laude

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William Taylor Corbett, Jr.
Magna Cum Laude
Susan Michelle Cox
Holly Dianne Dolan
Cum Laude
John Foster Downing
Randall Fitzgerald Eaton
Donald Brantley English, Sr.
John Andrew Etheridge
Steven Thomas Eveker
Forrest Marion Goodman, Jr.
Gayla Rose Graham
Norman Lee Harris
Frederick Willard Harrison, Jr.
Cum Laude
Worth Hutchinson Hester
Magna Cum Laude
Alan Bryant Hewett
Timothy A. Howell
Brenda Sue Insley
Magna Cum Laude
Christopher Todd Irvin
Cum Laude
Kari Jane Jenifer
Wesley Carroll Jernigan
Jeffrey Lynn Johnson
Magna Cum Laude
Kevin Todd Johnson
Douglas William Jordan
Karen Daniels Kee
Magna Cum Laude
George Cameron Lane
Toni Lynette Liverman
Cum Laude
Thomas Claude McClay, Jr.
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Paul Lee Hester
Minnie Marie Hicks
Kevin Anthony Hopkins, Sr.
Eric Dwayne Hunt
Zoraida Janer
Christopher A. Johnson
Jackie Phill Justice, Jr.
Julia Kay High LewisCharles
Myron Lynn
Jacqueline Delores McKoy
Thomas Cortez Maynor III
Lincoln Gaither Miller
Lisa Gay Norris
William Neill Parker
Thirston Saroy Phillips, Jr.
Michael Wayne Stephenson
Jeffrey Calvin Surles
Alex J. Thompson
Jeffrey W. Timblin
Charles W. Truitt, Jr.
Cum Laude
Barry McRae White

BACHELOR OF SCIENCE

Stacy Michele Allen
Sonya Maxwell Bain
Ronald Allen Chapin
Deborah Elizabeth Ciliberto
Rebecca Miller Cochran
Michael John Fleming
Summa Cum Laude
William Hardy Newsom Gage

Carol Elaine Page Jones
Susan Marie Kerney
Harriett Elise McDonald
Samantha Louise McDonald
Quintin Graeme Austin Macdonald
Jack Belmont Rogers
William Benjamin Rose
Martha Larue Snipes
Larry O'Neal Spears
Lisa Hudson Tart
Janet Aube Zimmerman

BACHELOR OF ARTS

Karen Naomi Bass
David Anderson Boroughs
Summa Cum Laude
Alesia Ann Bridgers
Matthew Timothy Cook
Sherry Lynn Miller
Jerry Dean Mull
Cum Laude
Joseph Lee Perry
Christopher Lee Sergeant
Robert Glenn Strickland
Felicia Thompson-Kilby

MASTER OF SCIENCE

Marion Jeanne Browning-Baker
John Michael Cottam
Thomas George Houlahan

MASTER OF BUSINESS ADMINISTRATION

Oluyemisi R. Alli
Richard Scott Altman
Samuel Q. Atchley
R. Wayde Bonomo
Joy Anne Bradley
J. Wayne Clayton
Quince Edward Cody
Robert John Dougherty
Robert Dixon Farmer
Leatrice Thomas Freer
Joseph Michael Gatto
Joseph Addison Grantham
Carol Hawley Griffin
Michael Evan Haney
George Wayne Hilliard
Phillip Wayne Horton
Hilda Dianne Johnson
George Michael Langdon
William Benjamin McLawhorn
David L. Mace
Myrl Glenn Miller
Fouad Michel Najem
Ruth Valliere Salter
Suvaphan Sirivadhna
Wesley P. Smith
Roger G. Spondike
With Distinction
Steve Randall Stutts
Thundorn Vitoorakorn
David Andrew Wallace, Jr.
Barbara A. Worden

MASTER OF EDUCATION

Betty Ann West Bowen
Gloria Herring Burney
Mary A. Cherry

Rosa Battle Clemons
Rebecca Ann Davis
Priscilla McGee Dollar
With Distinction
Bobby R. Ellis
Adonna Braswell Evans
Sandra Knight Farmer
William T. Gray
Ashley Hilliard Hale, Jr.
Betty McRae Hancuff
Ricky David Helms
Rebecca Collins Hunter
Beverly Parker Lee
With Distinction
Charlotte Moore McLaurin
Juanita S. Meares
Eleanor Maira Monaco
Lisa Lynn Orr
Judith Foster Phillips
Theresa C. Short
Debra Webb Walters
Sandra Stott Williams

Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963 through December 19, 1979	4853	2738		7591
May 12, 1980	101	82	183	7774
August 2, 1980	27	12	39	7813
December 17, 1980	52	12	39	7813
May 11, 1981	98	94	192	8091
August 1, 1981	33	24	192	8091
December 18, 1981	46	32	78	8226
May 10, 1982	93	88	181	8407
July 24, 1982	35	28	63	8470
December 12, 1982	50	41	91	8561
May 9, 1983	91	109	200	8761
July 23, 1983			61	8822
May 7, 1984			321	9143
July 21, 1984			58	9201
December 10, 1984	35	18	53	9254
May 6, 1985	153	128	281	9535
July 20, 1985	40	20	60	9595
December 12, 1985	49	47	96	9691
May 12, 1986	160	127	287	9978
July 28, 1986	26	16	42	10020
December 22, 1986	35	46	81	10101
May 11, 1987	122	97	219	10320
August 25, 1987	24	21	45	10365
December 31, 1987	38	27	65	10430
May 9, 1988	103	123	226	10656

ACADEMIC CALENDAR

SUMMER SCHOOL I, 1988

Monday, May 16 ..... Registration
Tuesday, May 17 ..... Classes Begin, 7:30 a.m.
Friday, May 20 ..... Last Day to Drop-Add/Last Day to Register
Friday, June 17 ..... Examinations
Saturday, June 18 ..... Grades Due, 12:00 Noon

SUMMER SCHOOL II, 1988

Monday, June 20 ..... Registration
Tuesday, June 21 ..... Classes Begin, 7:30 a.m.
Friday, June 24 ..... Last Day to Drop-Add/Last Day to Register
Friday, July 22 ..... Examinations
Saturday, July 23 ..... Grades Due, 12:00 Noon
Tuesday, September 1 ..... All Summer Graduation Certifications Prepared for Mailing

FALL SEMESTER 1988

Thursday, August 18 ..... Faculty Orientation
Friday, August 19 ..... Faculty Orientation
Monday, August 22 ..... Registration
Tuesday, August 23 ..... Registration
Wednesday, August 24 ..... Classes Begin, 8:00 a.m.
Tuesday, August 30 ..... Last Day to Drop-Add
Friday, September 2 ..... Last Day to Register/ Deadline for Independent Study Contracts
Friday, September 23, ... Last Day to Remove an "I"/ Last Day to Drop w/out a Penalty
Saturday, October 1 ..... Homecoming
Wednesday, October 19 ..... Mid-Term Holiday
Thursday, October 20 ..... Mid-Term Holiday
Friday, October 21 ..... Mid-Term Holiday
Monday, October 24 ..... Classes Resume, 8:00 a.m.; Mid-Term Grades Due, 5:00 p.m.
Saturday, October 29 ..... Parents' Day
Monday, October 31 ..... Advisement Begins
Friday, November 18 ..... Advisement Ends
Thursday, November 24 ..... Thanksgiving Holiday
Friday, November 25 ..... Thanksgiving Holiday
Monday, November 28 ..... Classes Resume, 8:00 a.m.
Wednesday, December 7 ..... Reading Day
Thursday, December 8 ..... Exams Begin
Tuesday, December 13 ..... Exams End
Friday, December 16 ..... Grades Due, 12:00 Noon
Monday, January 2 ..... Graduation Certifications Prepared for Mailing (All campuses/all programs)

SPRING SEMESTER 1989

Monday, January 9 ..... Registration
Tuesday, January 10 ..... Classes Begin, 8:00 a.m.
Tuesday, January 17 ..... Last Day to Drop-Add
Friday, January 20 ..... Last Day to Register/
Deadline for Independent Study Contracts
Friday, February 3 ..... Last Day to Remove an "I"/
Last Day to Drop w/out a Penalty
Friday, March 3 ..... Mid-Term
Monday, March 6 ..... Mid-Term Holidays Begin
Monday, March 6 ..... Mid-Term Grades Due, 5:00 p.m.
Monday, March 13 ..... Classes Resume, 8:00 a.m.
Monday, March 13 ..... Advisement Begins
Friday, March 24 ..... Easter Holiday
Monday, March 27 ..... Easter Holiday
Friday, March 31 ..... Advisement Ends
Thursday, April 27 ..... Reading Day
Friday, April 28 ..... Exams Begin
Wednesday, May 3 ..... Exams End
Friday, May 5 ..... Grades Due, 12:00 Noon
Sunday, May 7 ..... Baccalaureate Service, 10:00 a.m.
Monday, May 8 ..... Graduation, 9:30 a.m.

SUMMER SCHOOL I, 1989

Monday, May 15 ..... Registration
Tuesday, May 16 ..... Classes Begin, 7:30 a.m.
Friday, May 19 ..... Last Day to Drop-Add/Last Day to Register
Friday, June 16 ..... Examinations
Saturday, June 17 ..... Grades Due, 12:00 Noon

SUMMER SCHOOL II, 1989

Monday, June 19 ..... Registration
Tuesday, June 20 ..... Classes Begin, 7:30 a.m.
Friday, June 23 ..... Last Day to Drop-Add/Last Day to Register
Friday, July 21 ..... Examinations
Saturday, July 22 ..... Grades Due, 12:00 Noon
Friday, September 1 ..... All Summer Graduation Certifications
Prepared for Mailing

FALL SEMESTER 1989

Thursday, August 24 ..... Faculty Orientation
Friday, August 25 ..... Faculty Orientation

Monday, August 28 ..... Registration
Tuesday, August 28 ..... Registration
Wednesday, August 30 ..... Classes Begin, 8:00 a.m.
Tuesday, September 5 ..... Last Day to Drop-Add
Friday, September 8 ..... Last Day to Register/
Deadline for Independent Study Contracts
Friday, September 29, ... Last Day to Remove an "I"/
Last Day to Drop w/out a Penalty
Saturday, October 7 ..... Homecoming
Thursday, October 19 ..... Mid-Term Holiday
Thursday, October 20 ..... Mid-Term Holiday
Monday, October 23 ..... Classes Resume, 8:00 a.m.;
Mid-Term Grades Due, 5:00 p.m.
Saturday, October 28 ..... Parents' Day
Monday, October 30 ..... Advisement Begins
Friday, November 17 ..... Advisement Ends
Thursday, November 23 ..... Thanksgiving Holiday
Friday, November 24 ..... Thanksgiving Holiday
Monday, November 27 ..... Classes Resume, 8:00 a.m.
Thursday, December 7 ..... Reading Day
Friday, December 8 ..... Exams Begin
Wednesay, December 13 ..... Exams End
Friday, December 15 ..... Grades Due, 12:00 Noon
Tuesday, January 2 ..... Graduation Certifications Prepared for Mailing

SPRING SEMESTER 1990

Monday, January 8 ..... Registration
Tuesday, January 9 ..... Classes Begin, 8:00 a.m.
Tuesday, January 16 ..... Last Day to Drop-Add
Friday, January 19 ..... Last Day to Register/
Deadline for Independent Study Contracts
Friday, February 9 ..... Last Day to Remove an "I"/
Last Day to Drop w/out a Penalty
Friday, March 2 ..... Mid-Term
Monday, March 5 ..... Mid-Term Holidays Begin
Monday, March 5 ..... Mid-Term Grades Due, 5:00 p.m.
Monday, March 12 ..... Classes Resume, 8:00 a.m.
Monday, March 12 ..... Advisement Begins
Friday, March 30 ..... Advisement Ends
Friday, April 13 ..... Easter Holiday
Monday, April 16 ..... Easter Holiday
Thursday, April 26 ..... Reading Day
Friday, April 27 ..... Exams Begin
Wednesday, May 2 ..... Exams End
Friday, May 4 ..... Grades Due, 12:00 Noon
Sunday, May 6 ..... Baccalaureate Service, 10:00 a.m.
Monday, May 7 ..... Graduation, 9:30 a.m.

SUMMER SCHOOL I, 1990

Monday, May 14 ..... Registration
Tuesday, May 15 ..... Classes Begin, 7:30 a.m.
Friday, May 18 ..... Last Day to Drop-Add/ Last Day to Register
Friday, June 15 ..... Examinations
Saturday, June 16 ..... Grades Due, 12:00 Noon

SUMMER SCHOOL II, 1990

Monday, June 18 ..... Registration
Tuesday, June 19 ..... Classes Begin, 7:30 a.m.
Friday, June 22 ..... Last Day to Drop-Add/ Last Day to Register
Friday, July 20 ..... Examinations
Saturday, June 21 ..... Grades Due, 12:00 Noon
Friday, August 31 ..... Graduation Certifications Prepared for Mailing

CORRESPONDENCE DIRECTORY

Correspondence should be addressed to the following offices and individuals at Campbell University, Buies Creek, North Carolina 27506:

Academic Affairs: Vice-President for Academic Affairs or the Dean of the College/School
Advancement: Vice-President for Advancement
Admissions: Dean of Admissions
Alumni: Director of Alumni
Athletics: Director of Athletics
Business Information: Vice-President for Business
Dormitory Assignments: Director of Residence Life
Employment of Seniors: Director of Guidance and Career Counseling
Financial Assistance: Dean of Admissions and Financial Aid
Married Housing: Director of Housing
Religious Activities: Director of Religious Activities
Scholarships: Dean of Admissions and Financial Aid
Student Employment: Dean of Admissions and Financial Aid
Summer Camps: Dean of Student Life
Transcripts and Records: Registrar
Veterans Affairs: Director of Veterans Affairs

Telephone

The Campbell University Exchange may be reached by calling Area Code 919-893-4111.

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